



## **ABSTRACT**

The Meaningful Learning Theory is attributed to David Ausubel. According to this theory, students are considered to be the center of the teaching learning process, and the teachers are the facilitators.

Meaningful Learning occurs when the new information is related to prior knowledge. So, basing his ideas on Ausubel’s theory, Joseph Novak elaborated a technique which he named “Concept Mapping or Concept Maps”. A Concept Map represents students’ knowledge as a hierarchical structure of concepts and prepositions whereby the learners relate new information to ideas that the learners already know.

The purpose of this thesis is to facilitate the process of reading and writing for students in a foreign language class through the creation of a didactic guide which will be used for children of the Seventh Level of Basic Education in Ecuador.

In the didactic guide teachers can find many activities using concept maps in which students read and write in a



fun way. Also, each child can work with other students and share ideas with others and with the teacher.

### **Cue words:**

Concept map, brainstorming, proposition, concept, meaningful learning, didactic guide, Joseph Novak.

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## **CONTENTS**

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Abstract.....	1
Contents.....	2
Responsability. ....	8
Acknowledgement.....	9
Dedications.....	10
Introduction.....	12
<b>CHAPTER I. THE CONCEPT MAPS AS A TECHNIQUE OF</b>	<b>16</b>
<b>MEANINGFUL LEARNING.....</b>	

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1.1. Meaningful Learning Theory.....	16
1.1.1. Meaningful Learning; Rote Learning.....	18
1.1.2. Types of Meaningful Learning. ....	22
1.2. Joseph Donald Novak and his Research.....	23
1.2.1. Biography.....	23
1.2.2. Novak´s Research.....	25
1.3. Concept Maps.....	26
1.4. Purpose of a Concept Map.....	29
1.5. Advantages of a Concept Map.....	30
1.6. Characteristics of a Concept Map.....	31
1.7. Different Usages for Applying a Concept Map.....	32
1.8. Elements of a Concept Map.....	34
1.9. Tools for Drawing a Concept Map.....	37

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1.10. Kinds of Concept Maps.....	41
1.11. Steps to Construct Concept Maps.....	46
1.12. Use of Concept Maps in Teaching.....	53

---

<b>CHAPTER II. CONSTRUCTING CONCEPT MAPS IN AN ENGLISH CLASSROOM.....</b>	<b>58</b>
---	-----------

---

2.1. Classroom Organization.....	58
2.1.1. Pairwork in an English Classroom.....	64
2.1.2. Groupwork in an English Classroom.....	68
2.2. Approaches to Reading.....	70
2.2.1. Designing reading activities .....	71
2.3. Approaches to writing.....	78
2.3.1. Designing writing activities.....	80
2.4. Introducing Concept Maps to Children in an English	90

---



Classroom.....

---

**CHAPTER III. DIDACTIC GUIDE..... 99**

---

3.1. Activity One: “The Cow”..... 100

3.2. Activity Two: “Occupations”..... 108

3.3. Activity Three: “Tourism” ..... 115

3.4. Activity Four: “Samantha´s Favorite Sport”..... 123

3.5. Activity Five: “My Day” ..... 128

3.6. Activity Six: “Snow White”..... 136

3.7. Activity Seven: “Cinderella”..... 145

---

**CHAPTER VI. APPICATION OF THE DIDACTIC  
GUIDE..... 154**

---



---

4.1. Contextualization.....	154
4.2. The Planning Process.....	157
4.3. The Teaching Process.....	160
4.4. The Assessment Process.....	163

---

<b>CHAPTER V. FIELD RESEARCH.....</b>	<b>167</b>
---------------------------------------	------------

---

5.1. Field Research.....	167
5.2. Questionnaire for Concept Maps.....	169
5.3. Analysis of the Questionnaire.....	171

---

<b>6. CONCLUSIONS.....</b>	<b>184</b>
----------------------------	------------

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<b>7. RECOMMENDATIONS.....</b>	<b>188</b>
--------------------------------	------------

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<b>8. BIBLIOGRAPHY.....</b>	<b>191</b>
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<b>9. ANNEXES.....</b>	<b>195</b>
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## **UNIVERSIDAD DE CUENCA**

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***"THE USE OF CONCEPT MAPS FOR DEVELOPING  
CHILDREN'S READING AND WRITING SKILLS IN A  
FOREIGN – LANGUAGE CLASSROOM."***

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Our endless gratitude to God and the Cisne Virgin who have been our guide throughout the development of this work.

Also, our words of deep appreciation to the “Francisco Astudillo” Elementary School and its teachers for supporting us all the way through to the achievement of our goal.

A deep and sincere thanks to Mst. Katherine Youman for her professional guide and patience in the development of this study, thus, contributing to achieve our goal.

Adriana and Jeanneth



## DEDICATION

I would like to dedicate this thesis to my lovely parents, Telmo and Esilda, who have been my pillars of strength, to my great brothers and sisters for their love, encouragement, and support. I feel so fortunate that they exist in my life. This is for them, with all my love.

Adriana



## DEDICATION

I want to dedicate this study to my parents, Carmen and Roberto, for their unconditional love, to my husband, Luis, for his unqualified love, support, and patience which made it possible for me to achieve my goal; to my daughter, Samantha, for being the reason for my existence and the love of my life, and to Martha and Veronica, who are always next to me sharing my triumphs and failures.

Jeanneth



## INTRODUCTION

This thesis is created to facilitate the process of reading and writing for students in an English class. Applying concept maps in the teaching of English requires that our students be able to relate and write clearly about a topic in discussion, according to students' ages. They give their opinions, ideas, agreements, disagreements, and so forth, not only in their native language, but also in the foreign language. It is common knowledge that students not only learn from what they hear or read but from what they see around them. Thus, concept maps will allow English classes to be active, and children will be motivated to develop their competence in handling new information.

For this reason, in the first chapter, we carry out a bibliographical investigation about Novak's research called the Concept Map Technique. Novak's work is based on the cognitive theories of David Ausubel (assimilation theory), who stressed the importance of prior knowledge in being able to learn new concepts by receiving and discovering new information. The goal of the Concept Map Technique is



to help students to organize their ideas in a hierarchical way.

In the second chapter, we suggest strategies to introduce concept maps to children from the ages of 10 to 12 years to carry out reading and writing skills. During this process we not only consider the importance of the final process, but also the activities that are generated in the creation of a concept map.

In the third chapter, we provide a didactic guide by including activities and exercises designed to get the students’ interest in a foreign language class by using concept maps. This guide contains seven activities that will facilitate comprehension of the topic graphically, in a fun way. In the didactic guide we explain the methodology of each assignment, including the area practiced the skills, the vocabulary, the aim, the group limit, the level, the time, the materials, and the procedure.

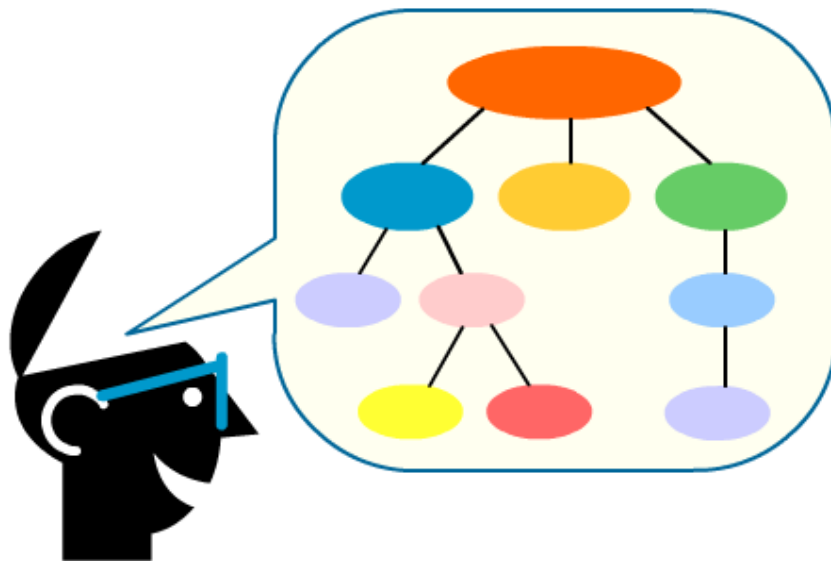
In the fourth chapter, we apply the didactic guide to students of the seventh level of “Francisco Astudillo” Elementary School.



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In the fifth chapter, we gather data to obtain the results of the Concept Map Technique. In this part, we show the research results that we applied in the “Francisco Astudillo” Elementary School that helped us to prove that a concept map is an important tool to carry out reading and writing skills.

# CHAPTER I





## **CHAPTER I**

### **THE CONCEPT MAPS AS A TECHNIQUE OF MEANINGFUL LEARNING**

#### **1.1 MEANINGFUL LEARNING THEORY**

The Meaningful Learning Theory is attributed to David Ausubel. This theory says that learners learn through a meaningful process of relating new events to already existing concepts. Consequently, meaning is not an implicit response but an expressed and distinguished conscious experience that takes place when meaningful signs, symbols, concepts, or propositions are related to a given individual’s cognitive structure.

David Ausubel says that meaningful learning is a crucial type of learning for classroom instruction. So, meaningful learning involves new knowledge that is related to what the learner already knows, and it can be easily retained and applied. Ausubel’s theory emphasizes the need of a prior knowledge of the students in order to have





good meaningful learning. Also, teachers should be aware of the students' prior knowledge in order to make the best use of it in their teaching practices.

Ausubel also suggests the use of an advanced organizer as a way to help students make connections to their ideas with new concepts. This advanced organizer is a device or a mental learning aid to help students get a grip on the new information. The advance organizers can be verbal phrases or graphs.

Ausubel tries to help students assimilate and accommodate the new information through the learning process; this process has to be developed by the teacher to introduce new information.

According to David Ausubel, the students have to be active, and teachers have to reinforce new learning by underlining, completing missing words, restructuring sentences, or by giving additional examples. So, Ausubel's Theory has three requirements:

- ❖ *Relevant prior knowledge*: Students construct mental pictures of the language which help them to relate to new information. Students are able to analyze the



concepts that they learn in different stages during their second language acquisition in a nontrivial way<sup>1</sup>.

- ❖ *Meaningful material*: That is, students construct significant concepts and propositions, which must be relevant to the knowledge to be obtained.
- ❖ *The learner must choose to learn meaningfully*: That is, students must consciously and deliberately choose to relate new knowledge to knowledge the learner already knows in some nontrivial way.

### 1.1.1 Meaningful Learning; Rote Learning

An important contribution of Ausubel in developing Learning is that he makes a distinction between Rote and Meaningful Learning. To Ausubel in Meaningful Learning the new information is analyzed; that is, there exists the separation of a whole into its parts for study. On the other

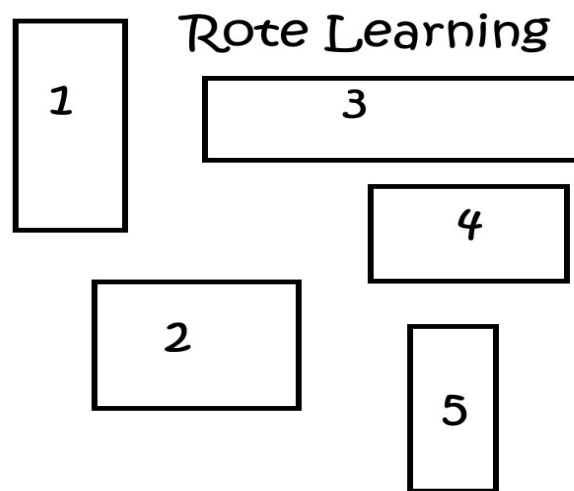
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<sup>1</sup> Nontrivial way: That is, the learner must analyze the meaning of a word or phrase; for example, if a learner knows that Ohio, California, and New York are states, it is comparatively trivial to learn that Michigan is also a state, unless one goes further and recognizes that states are relatively large geographic units and there are only 50 in the United States, including Alaska and Hawaii. The learner needs to seek to build an organized knowledge structure that moves toward recognition of the differences between towns, cities, states, and countries.



hand, Rote Learning occurs when the learner memorizes new information without relating it to prior knowledge.

Rote Learning has one important advantage over Meaningful Learning; it is useful to memorize information in a precise way. Phone numbers, for example, cannot be approximate; they must be exact.



On the other hand, Meaningful Learning has three important advantages over Rote Learning:

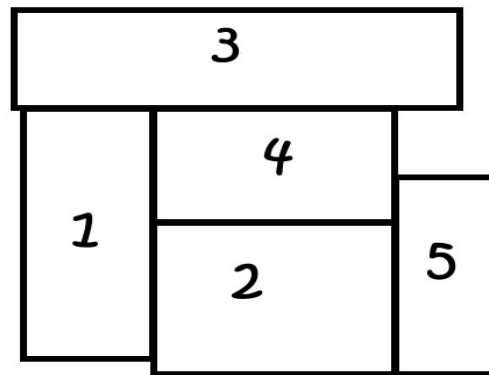
- ➡ The knowledge acquired meaningfully is retained much longer or for a lifetime.
- ➡ The information is not memorized. It facilitates the acquisition of new knowledge which is related to previously acquired knowledge. Because the



cognitive structure is clear, it facilitates the retention of new content.

- ➡ The information which was learned meaningfully can be applied in a wide variety of ways to solve new problems or contexts; students can interchange knowledge in a transferible way.

## Meaningful Learning

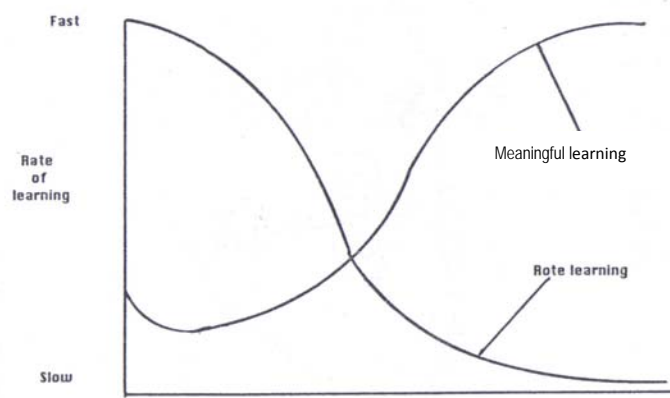


Some students indicate that most knowledge learned by rote in schools is lost within 5 to 10 weeks. As a result, teachers recognize that their students have forgotten much of the information presented earlier and that their earlier learning is now lost that this fact is interfering with new learning. However, teachers have said that when meaningful learning occurs, the facts are stored in a relational manner. That is, the students' brains store the

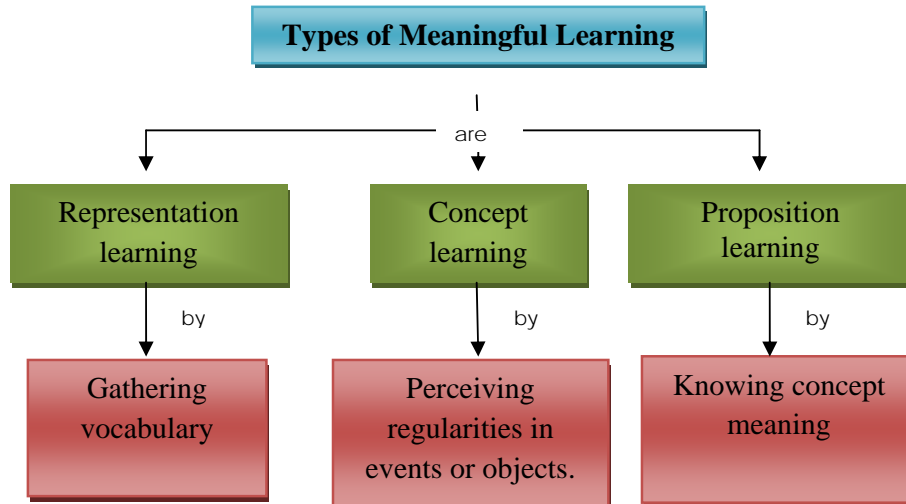


information because it is related to other information. Now, when one fact is memorized, the other facts are also recalled at the moment that students need to relate. The quality of meaningful learning is also dependent upon the conceptual richness of the new material to be learned.

The figure below illustrates the problem that derives from Rote versus Meaningful Learning. Where Rote Learning takes relatively little effort on the part of a learner initially, it is relatively efficient; that is, a learner can repeat verbatim some of the key concept definitions and propositions presented in the instruction. However, the information is stored arbitrarily in cognitive structure; it soon cannot be recalled as new information. On the other hand, Meaningful Learning is a slow process in which the information is related to prior knowledge in a nontrivial way. This process helps students store information for a long time.



### 1.1.2 Types of Meaningful Learning



- a. **Representation learning:** It is when students acquire vocabulary. In this way, students learn words that represent real objects which have meaning for them; however, it does not identify categories.



**worm**

- b. **Concept learning:** It is defined as objects, events, and situations that possess common attributes that are designated through some sign or symbol.



- c. **Proposition learning:** When students know the concept meaning, they can form structures that contain two or more concepts which affirm or deny something. Thus, a new concept is similar to a structure when it is integrated into new learning with prior ideas that the learner knows.



*The boy is dancing.*

## 1.2 JOSEPH DONAL NOVAK AND HIS RESEARCH

### 1.2.1 Biography

Joseph Novak was one of the most representative figures in the Meaningful Learning Movement. He was born in 1932. He was an American educator, Professor Emeritus



at Cornell University, and Senior Research Scientist at IHMC (Florida Institute for Human and Machine Cognition). He was known for his development of the Concept Map Technique in the 1970s.

Novak taught Biology at Kansas State Teachers College at Emporia from 1957 to 1959. From 1967 to 1995, he was Professor of Education and Biological Sciences at Cornell University. In 1998 he was visiting Senior Scientist at the University of West Florida, Institute for Human and Machine Cognition. He worked with NASA, the U.S. Navy, the CIA (NIMA), and so forth. Further, he consulted with more than 400 schools, universities, and corporations, including recent current work with Procter and Gamble, and NASA, the Department of the U.S. Navy, and EPRI.

Novak received a number of awards and honors, including a 1998 Honorary Doctorate from the University of Comahue, Nuquen, Argentina, an Honorary Doctorate from the Public University of Navarra, Pamplona, Spain in 2002; an Honorary Doctorate from the University of Urbino in 2006; and the first award for contributions to science education from the Council of Scientific Society Presidents.





### 1.2.2 Novak’s Research

Joseph Novak was one of the most representative figures in the Meaningful Learning Movement. His research focused on human learning which he named “Concept Mapping or Concept Maps”. It was published in 1977 and was updated in 1998.

Novak’s work includes studies on students’ ideas on learning, epistemology, and methods of applying educational ideas and tools in distance learning programs. It consists of the development of Concept Maps with Internet and other resources, providing a New Model for Education because Novak found that Rote Learning is a way to memorize. As a result, new information is easily forgotten and not rapidly applied to problem-solving situations because it is not connected to concepts already learned. These traditional methods do not help to show explicit changes in the progress of knowledge, by children, either conceptual or proportional.

So, basing his theory on Ausubel’s psychology and his epistemological foundation that includes elements of knowledge, Novak elaborates a technique which represents students’ knowledge as a hierarchical structure of concepts



and propositions whereby the learner relates new information to ideas that the learner already knows.

Novak says that the use of concept maps makes it easy for humans (children, teenagers, or adults) to capture all aspects of a subject taught to them to achieve comprehension in a hierarchical structure. Therefore, He proposes that a school curriculum program should not only provide a progressive differentiation of contents, but also explore the relation among concepts, which emphasize the differences and similarities of a topic, which will be according to the age of the individual.

A concept map can help both teachers and students to get a better understanding of a topic through a meaningful learning process.

### **1.3 CONCEPT MAP**

It is necessary to clarify some details that are emphasized in the development of a concept map.



First, a concept map has concepts, which are mental images created by words. These images will help students to focus on the topic that the teacher is going to perform.

Second, a concept map is a graphic representation whereby students can organize, relate, and clarify a topic in an explicit or implicit way.

Third, a concept map represents relationships between main ideas and related ideas which are represented in levels of abstraction: the main idea is placed at the top and related ideas at the bottom of the map.

Finally, a concept map is a useful tool for negotiating ideas through brainstorming<sup>2</sup> in order to stimulate students to relate the new information to the prior information.

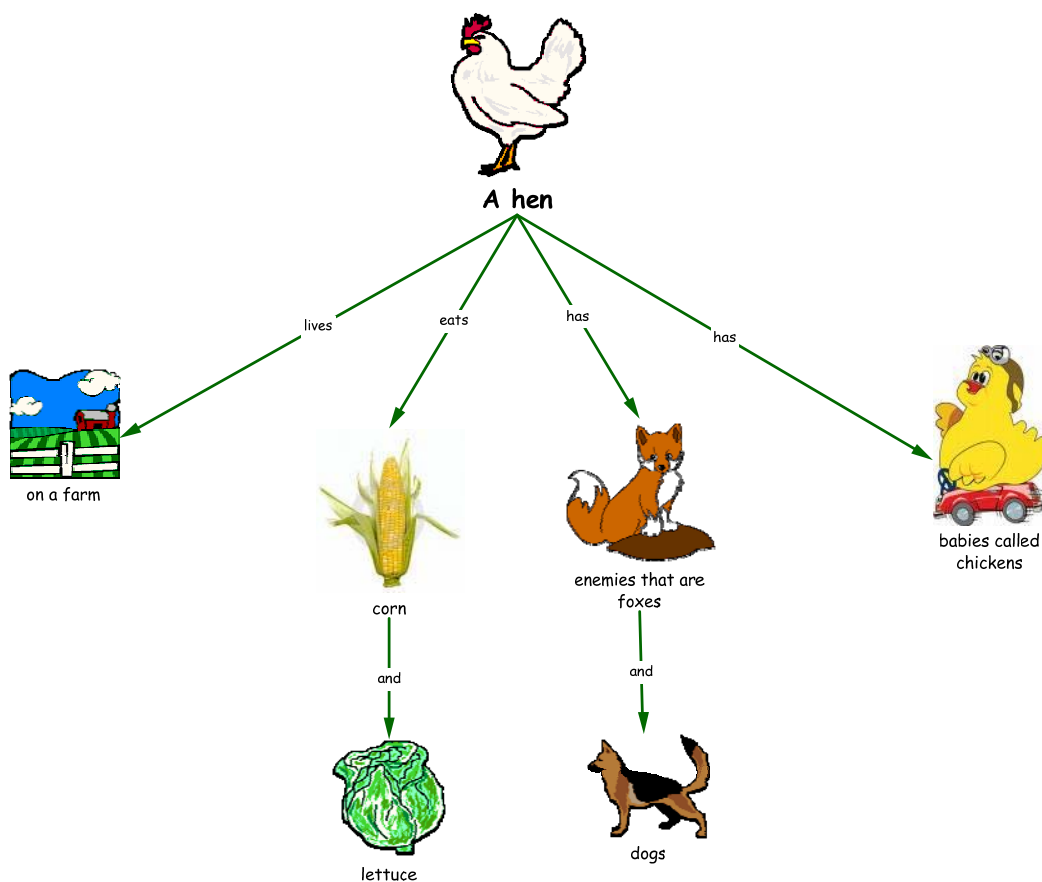
## What is a Concept Map?

According to the recompiled information we have emphasized above we conclude that a concept map is a tool to represent relations between ideas, images or words,

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<sup>2</sup> **Brainstorming:** It is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how you will use them. The list can include words, phrases, sentences, or even questions.

in the same way that a sentence diagram represents the structure of a sentence. A concept map includes two parts — concepts and the relationships among the concepts. Concepts are usually enclosed in circles or boxes of some type of node. The relationships are usually indicated by a line, or a link, that connect two concepts. So, a concept map is a resource that helps students to construct a schematic summary in a hierarchical way concerning the concepts which are learned.





## 1.4 PURPOSE OF A CONCEPT MAP

In education a concept map is used for several purposes:

- ❖ To learn terms, concepts, vocabulary, and structures of a reading.
- ❖ To generate simple ideas according to the reading (brainstorming).
- ❖ To design simple structures taken from short texts, topics, or stories.
- ❖ To communicate simple or complex ideas.
- ❖ To integrate information and ideas on a sheet of paper.
- ❖ To think holistically: seeing the whole as well as the parts, and the relationships among them.
- ❖ To think creatively about a topic.
- ❖ To develop new ideas to create a concept map.
- ❖ To aid learning by explicitly integrating new and prior knowledge.



## 1.5 ADVANTAGES OF A CONCEPT MAP

Traditionally, a concept map has been used as a tool to engage students in learning content. However, a concept map should also be used as a tool to facilitate writing and reading in a foreign classroom.

*So, the advantages of using concept maps in the reading and writing process include the following:*

- ❖ Visual symbols are quickly and easily recognized.
- ❖ Words, phrases, or general ideas from a text are easily scanned.
- ❖ A visual representation of the relationships among the various ideas and concepts is provided.
- ❖ The students process the information while they are relating prior and new knowledge.
- ❖ The students organize the information which is collected.
- ❖ The students visualize the information from a different perspective.
- ❖ The students synthesize a topic easily.
- ❖ The students write a short summary of a topic with their own words according to their ages.



## 1.6 CHARACTERISTICS OF A CONCEPT MAP

A concept map is used to represent information in different ways:

- ❖ Hierarchization: A concept map is represented in a hierarchical way with the most general concepts located at the top of the map and the more specific ones arranged below it. The hierarchical structure for a particular domain of knowledge depends on the context in which knowledge is being applied. The best way to follow the hierarchization in developing a concept map is through a *focus question* which learners will try to answer.
- ❖ Selection: Before students construct the concept maps, they select the main idea and supporting details or vocabulary that will help them to transmit the information of a topic.
- ❖ Visual impact: Presenting a visual impact through a concept map should make it clear, simple and colorful to get attention of the students. In addition, the spatial distribution of the concepts is an essential way to



understand the information and relate it in order to give students the opportunity to organize whole ideas.

## 1.7 DIFFERENT USAGES FOR APPLYING A CONCEPT MAP

The Concept Map Technique is designed to apply as a

- ❖ *Creativity Tool*: A concept map is a creativity tool because it develops students’ abilities to select concepts that are appropriated to respond to writing prompts, to integrate facts into complete thoughts and writing ideas, and to apply them in many situations. In addition, a concept map provides students with the freedom to express their knowledge on a given topic. It presents insights into the way they organize knowledge or it can be a tool to help students and teachers visualize the direction or focus of a research paper.

- ❖ *Communication Tool*: A concept map may be produced by one person who represents one possible way to communicate information or ideas. This is something that can be shared with others. Also, a





concept map may be produced by a group of people to represent their ideas. In either case, a concept map can be used as a communication tool whereby people discuss concepts and the relationships between them.

❖ *Learning Tool:* A concept map appears to facilitate learning and processing information, transforming it into expository writing or reading. According to The Constructivist Theory, new knowledge will be integrated into existing structures in order to remember concepts given them meaning. A concept map stimulates this process by making it explicit in order to pay attention to the relationship between concepts. Through, the use of a concept map in the classroom the students can express their best thoughts when they try to represent something graphically. Finally, in education, a concept map is a tool for problem-solving by generating alternative solutions and options.

❖ *Assessment Tool:* Novak’s research team has found that one importance of a concept map is the ability to



detect or illustrate the "misconceptions"<sup>3</sup> learners may have in explanations of content. While students are drawing concept maps they express their conceptions or their misconceptions and this helps the instructor to evaluate the misconceptions in the context.

## 1.8 ELEMENTS OF A CONCEPT MAP

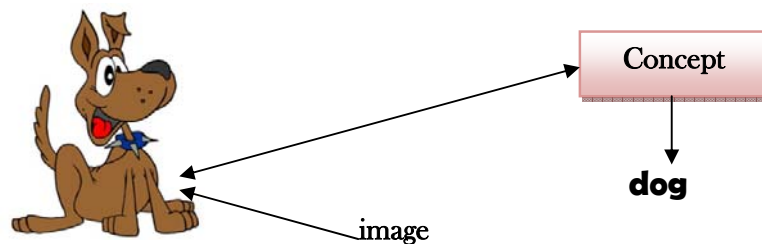
According to the points of view made by Novak, a concept map contains four key elements:

- a. **Concepts.** - They are defined as patterns or “regularities” in events or objects. Objects are simply defined as “things”, and events as “happenings”. Concepts are denoted by names, symbols, or signs of the language that can be enclosed in boxes, circles, rectangles of some type of node. The concepts are used to interpret events and objects.

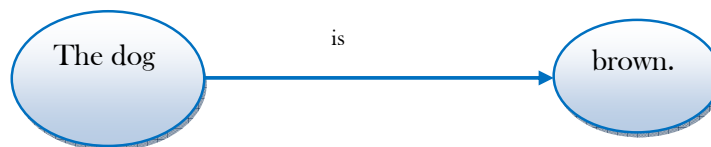
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<sup>3</sup> **Misconceptions.** - They are simply concepts, views, facts, and/or knowledge and understandings that students think they know. Example: You ask a question and find that the answer you get is wrong, often in an odd or unexpected way. So, you ask a follow-up question, or you ask the student to explain the previous answer, and again you get an odd answer or explanation. Thus the questions that you have asked, whether in the classroom or in your office, are diagnostic probes, and the answers that you get are diagnostic signs of the possible presence of a misconception.

They help students to describe and explain the way a word works; for example the concept, “dog”, reveals an image of the characters or regularities that identify the concept of dog.



b. **Propositions:** The semantic relationships between two concepts that are connected by using related words or phrases.

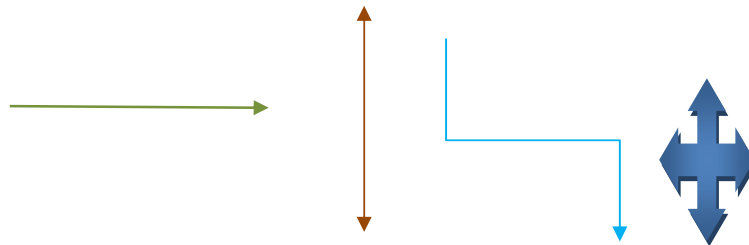


c. **Linking words.** - They serve as a union between two concepts to represent the type of relationship between them. They can be prepositions,

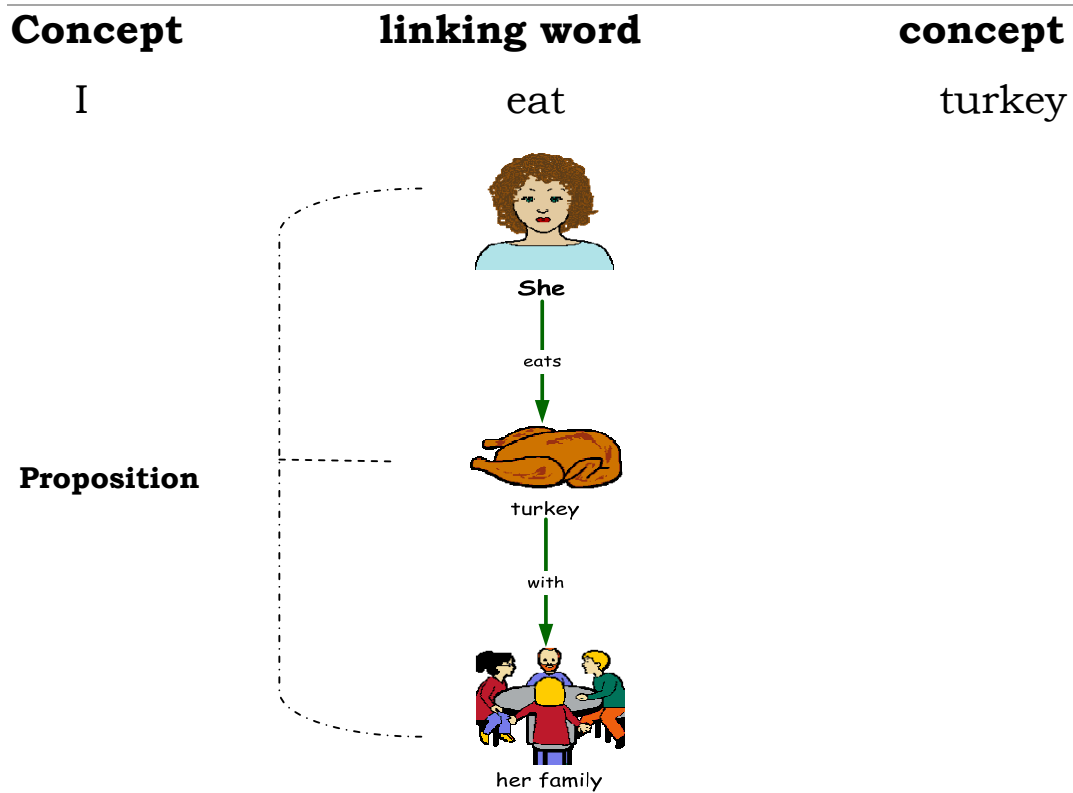
conjunctions, or verbs; for example, "to", "for",  
"where", "as", "eat", and so forth.



d. **Cross-links:** They are lines or arrows which are used to relate concepts in different segments of the map. They help to illustrate how concepts are related to other ones. This is the best way to organize the concepts (images or words) and linking words.



**For example:**



## 1.9 TOOLS FOR DRAWING A CONCEPT MAP

A concept map is a useful technique that helps students to take notes and supports and enhances their creative problem solving.

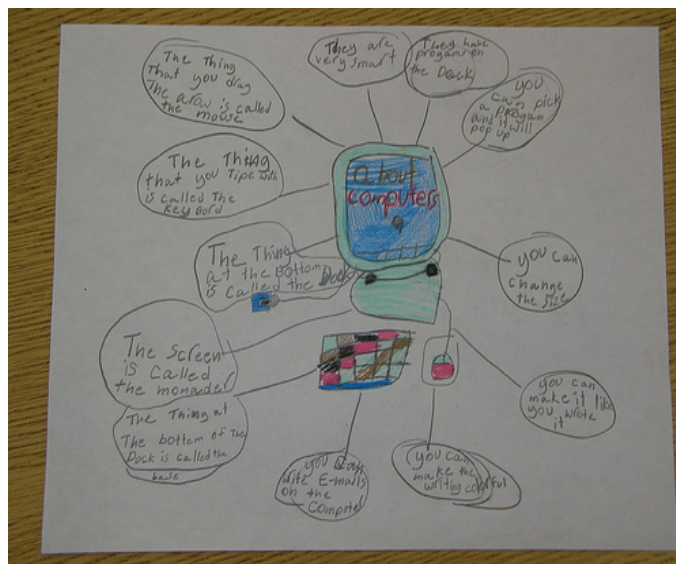
By using a concept maps students can quickly identify and understand the structure of a topic. More than this, Concept Maps encourage solving a problem creatively.



There are two kinds of methods that a student can use to construct a concept map which are the following: the non-computer method and the computer method.

### **1.9.1 The Non-Computer Method**

In a non-computer method students and teachers have to use traditional paper, markers, pictures, and imagination to draw a colorful concept map. In order to make learners familiar with concept maps, a teacher will use pictures or images instead of words. In using this method, teachers form groups of students at the beginning of the class, and then revisit student's work at the end to talk about how their ideas have developed. During this process the students can show their abilities and capacities; this process can help teachers to find students' abilities.



### 1.9.2 The Computer Method

In the computer method, students can use a software program that will be related to the construction of concept maps. One kind of this type of software is called Kidspiration that is currently among the most popular concept map software programs. It is used as a tool for editing concept maps. The aim of this software is for different contexts and it uses educational agenda, concretely inside the computer, based on the teaching and learning area. In addition, this program is a common concept map editor in which the user can draw nodes and



relations generating different concept maps. The operations are included in the menu bar, in tool bars, and in contextual menus. Thus, the user can choose his/her preferred way of working. The editor also includes a notes area.

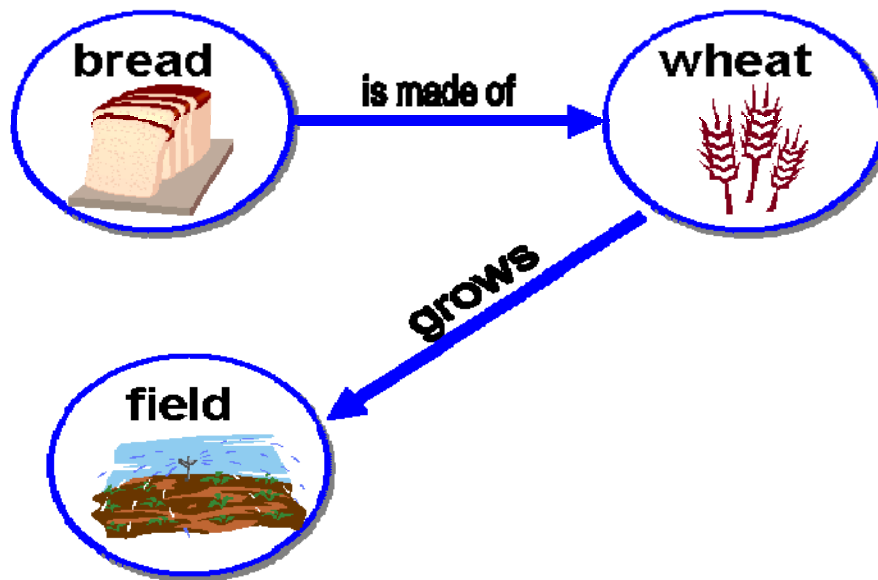
Kidspiration allows the user to work with templates, which specify the kind of nodes, relations and operations that are going to be used in a set of concept maps. The editor shares the same treatment for designing a concept map and a template. Thus, the student defines the template of a concept map which has graphical characteristics of nodes and relationships. The available operations are selected also in the template concept map.

Kidspiration is specialized in having templates of maps. Specializing the tool means that the final tool is adapted to a template and provides less functionality but a simpler interface. This is useful, for example, when the teacher plans a concrete task for the learners. The specialized tool is restricted to the resources (types of nodes, relations, and operations) specified in the template.

In order to offer a better adaptation to the user, kidspiration offers the possibility of working with different views of the same concept maps. All the views share the



same structure; for example, the same nodes and relationships. However, each view can have its own way of representing the nodes and relationships: graphical characteristics, special distributions, and so forth.



## 1.10 KINDS OF CONCEPT MAPS

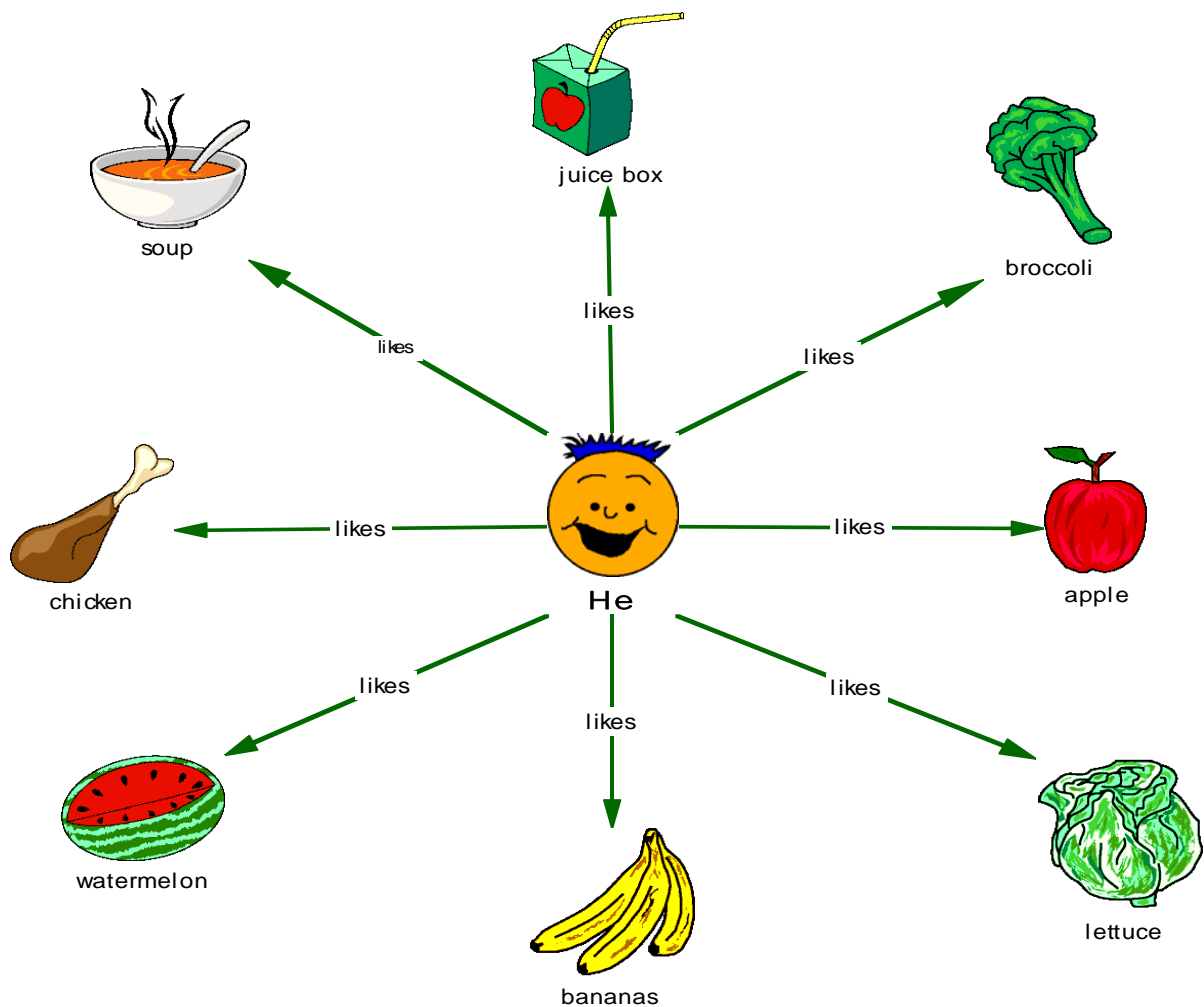
There are four major categories of concept maps. These are distinguished by their different formats for representing information. Examples of the various types of concept maps are presented on the following pages.

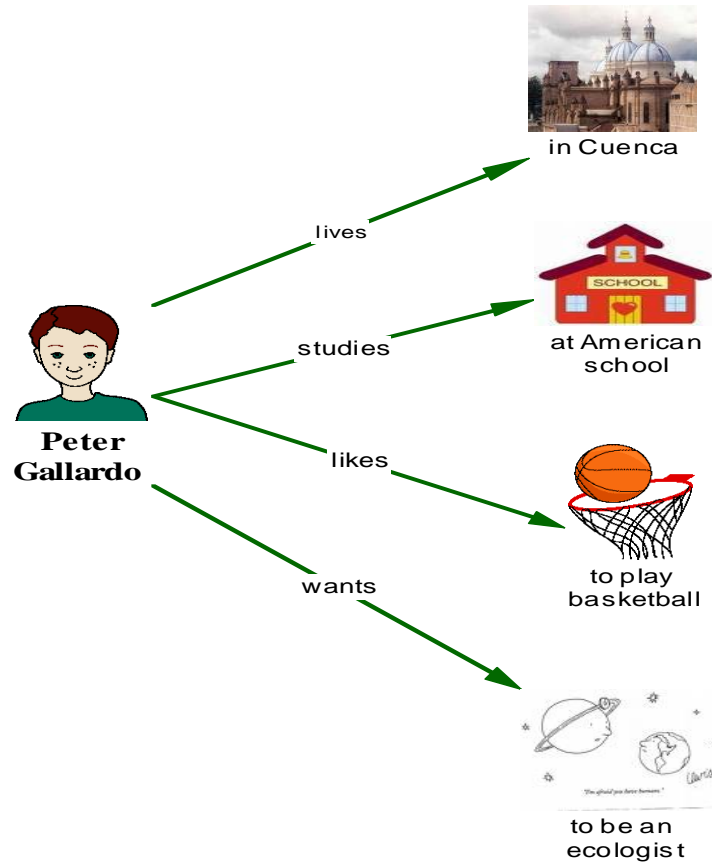
### Four Major Categories of Concept Maps:

## - Spider Concept Maps

The Spider Map is used to describe a main idea: a thing, a process, or a concept. The map may be used to organize ideas or brainstorm for a writing project.

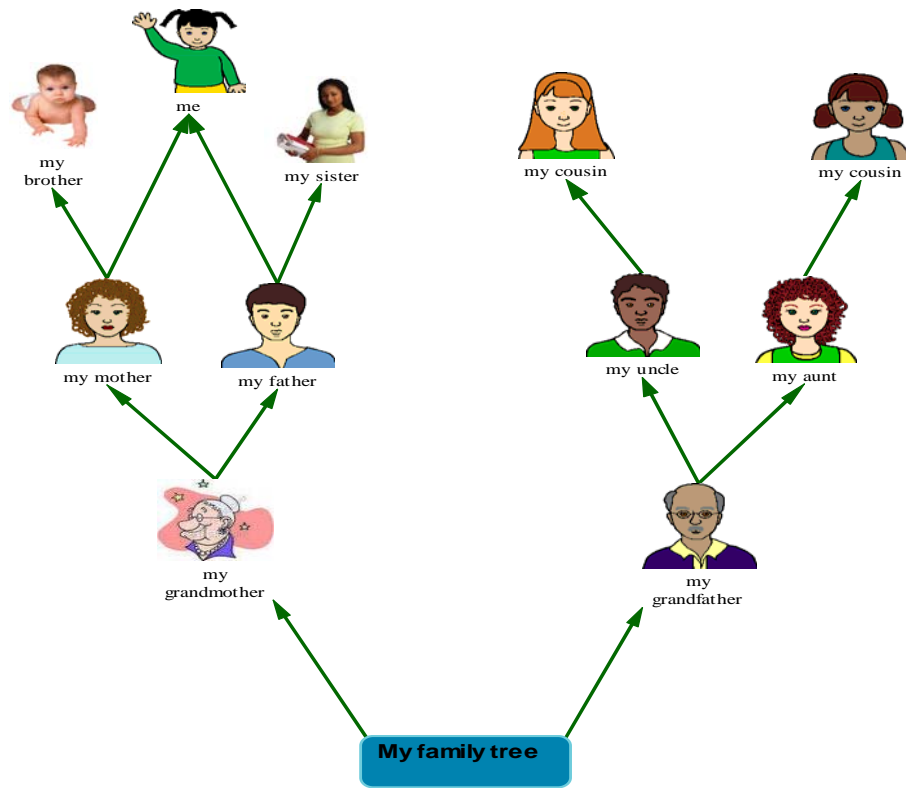
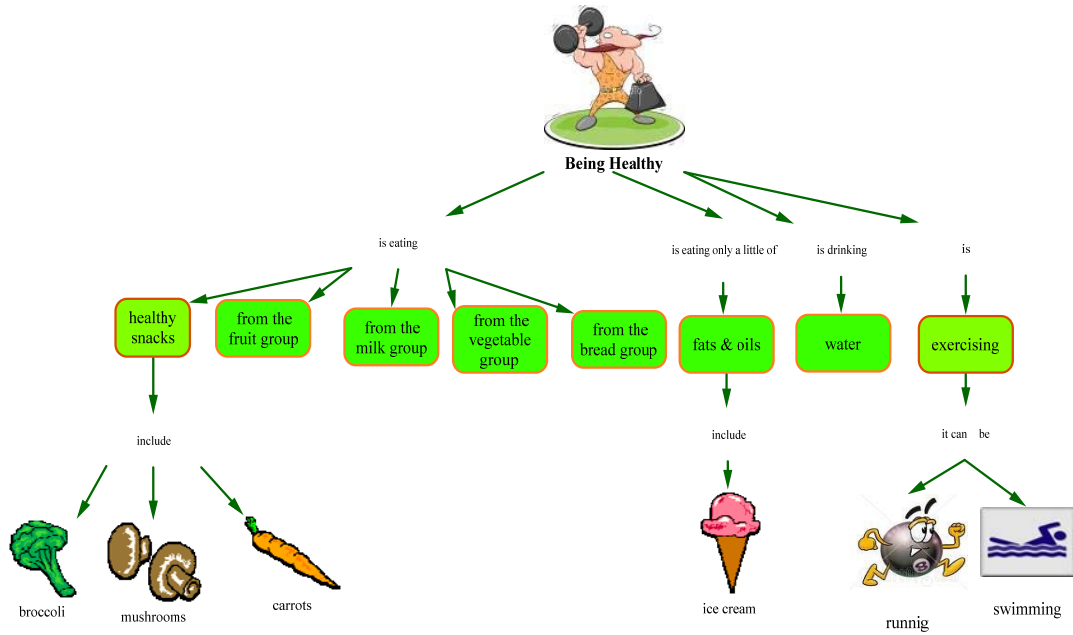
It is organized by placing the central theme or unifying factor in the center of the map. Outwardly radiating sub-themes surround the center of the map.





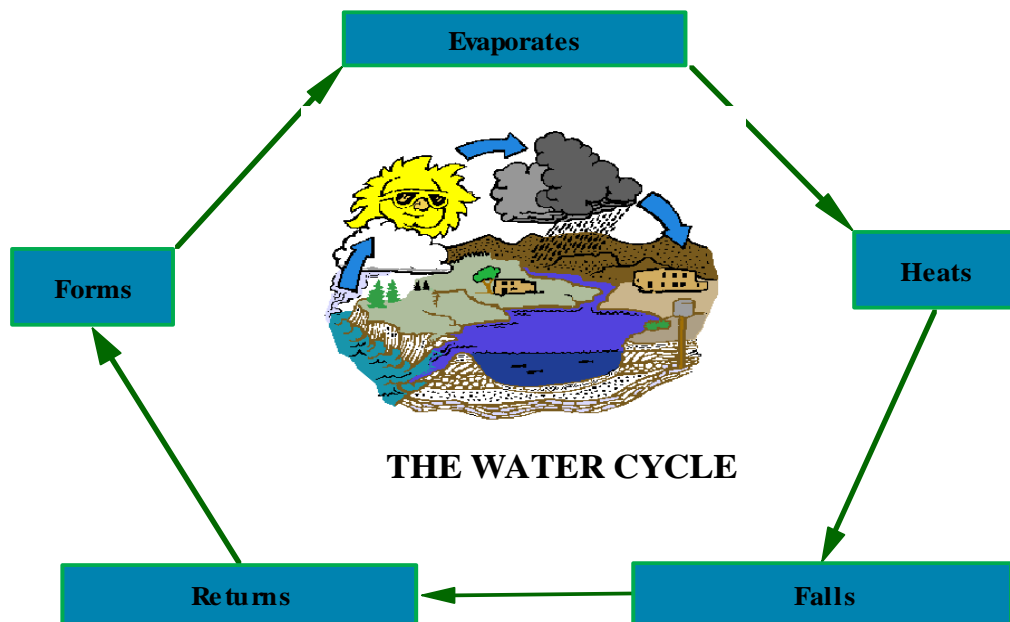
### - Hierarchy Concept Map

The hierarchy concept map presents information in a descending order of importance. The most important information is placed on the top, and the most specific information at the lower part of the map. It allows distinguishing factors by determining the placement of the information.



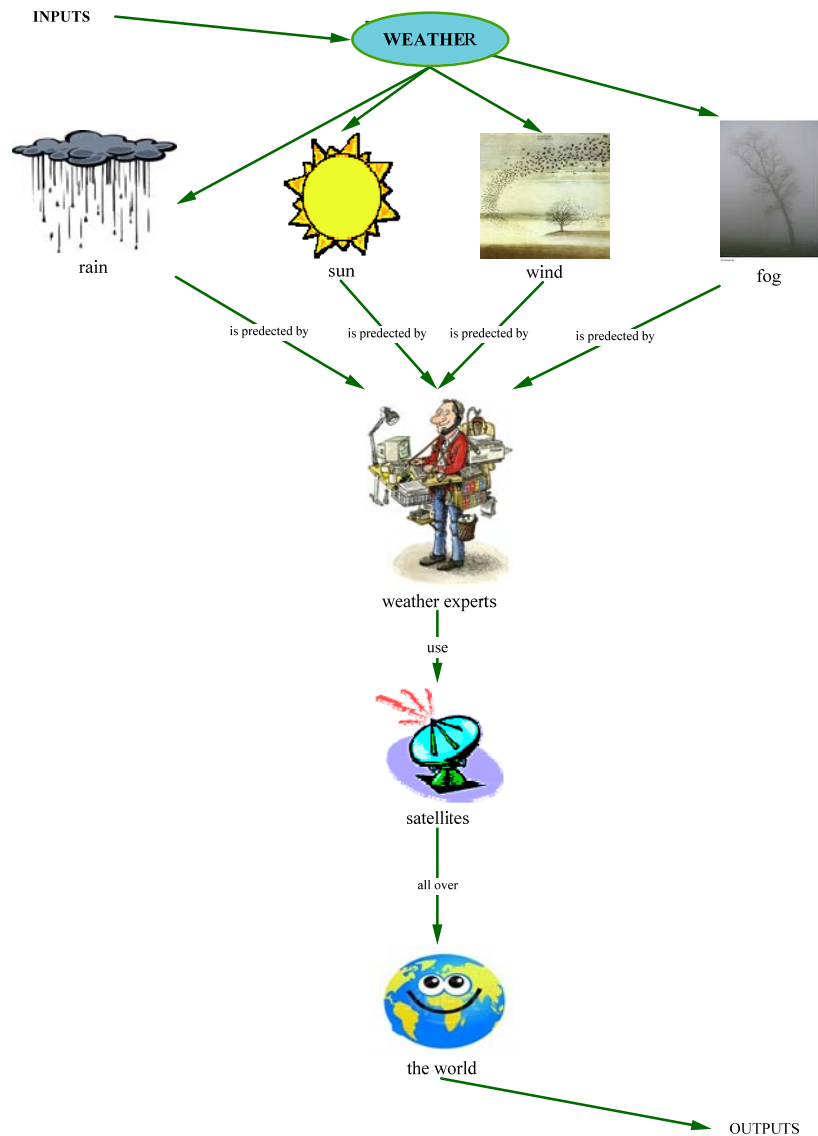
## - Flowchart Concept Map

The flowchart concept map organizes the information in a linear format. The concepts are related to each other.



## - Systems Concept Map

The systems concept map organizes information in a format which is similar to a flowchart with the addition of INPUTS and OUTPUTS.



## 1.11 STEPS TO CONSTRUCT CONCEPT MAPS

According to Novak's technique concept maps can be constructed individually or in small groups with the participation of the entire class.



Then in learning to construct a concept map, it is important to begin with a domain of knowledge that is very familiar to the student to construct the map. Since concept map structures are dependent on the context in which they will be used, it is best to identify a segment of any field activity, a particular problem or question that one is trying to understand. This creates a context that will help to determine the hierarchical structure of the concept map. It is also helpful to select a limited domain of knowledge for the first concept map.

The first way to define the context for a concept map is to construct a **Focus Question**; that is, a question that clearly specifies the problem or issue the concept map should help to resolve. Every concept map responds to a focus question, and a good focus question can lead to a much richer concept map. When students are learning to construct concept maps, they tend to deviate from the focus question and build a concept map that may be related to the domain, but which does not answer the question. It is often stated that the first step to construct a concept map is to ask the right questions.

**For example:**



**A focus question** such as “What are the plants?” can be given to the students as a question to answer through the construction of a concept map. The type of focus question makes a difference in the type of a concept map that the student builds. Experiments show that a focus question has a strong influence on the quality of the resulting concept map. It is important that a question can be given and not just a topic; for example, “Can you make a concept map about plants?”, since the teacher asking the question helps the students focus on their maps.

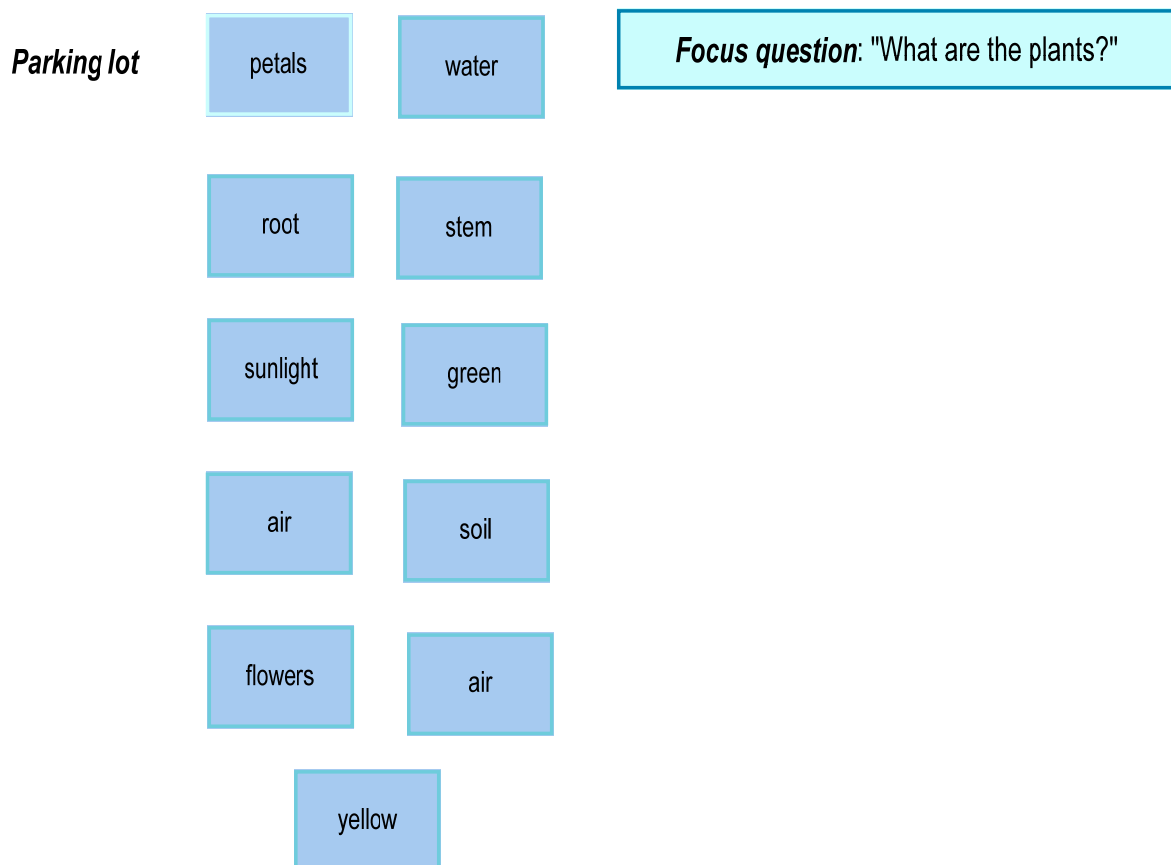
The next step is to identify the key concepts that will be applied to this domain. Usually 10 to 15 concepts will be necessary. These concepts could be listed, and then from this list a rank ordered list should be made which should be established from the most general, most inclusive concept, for this particular problem or situation at the top of the list, to





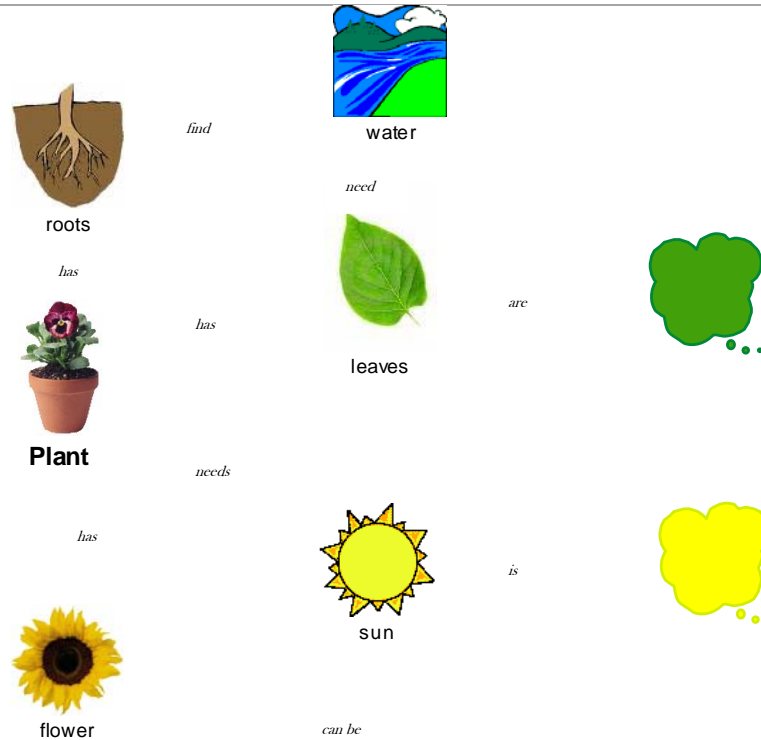
the most specific, least general concept at the bottom of the list. Although this rank order may be only approximate, it helps to begin the process of map construction. We refer to the list of concepts as a **parking lot**, since we will move these concepts into the concept map as we determine where they fit in. Some concepts may remain in the parking lot as the map is completed if the mapmaker sees no good connection for these with other concepts in the map.

**For example:**





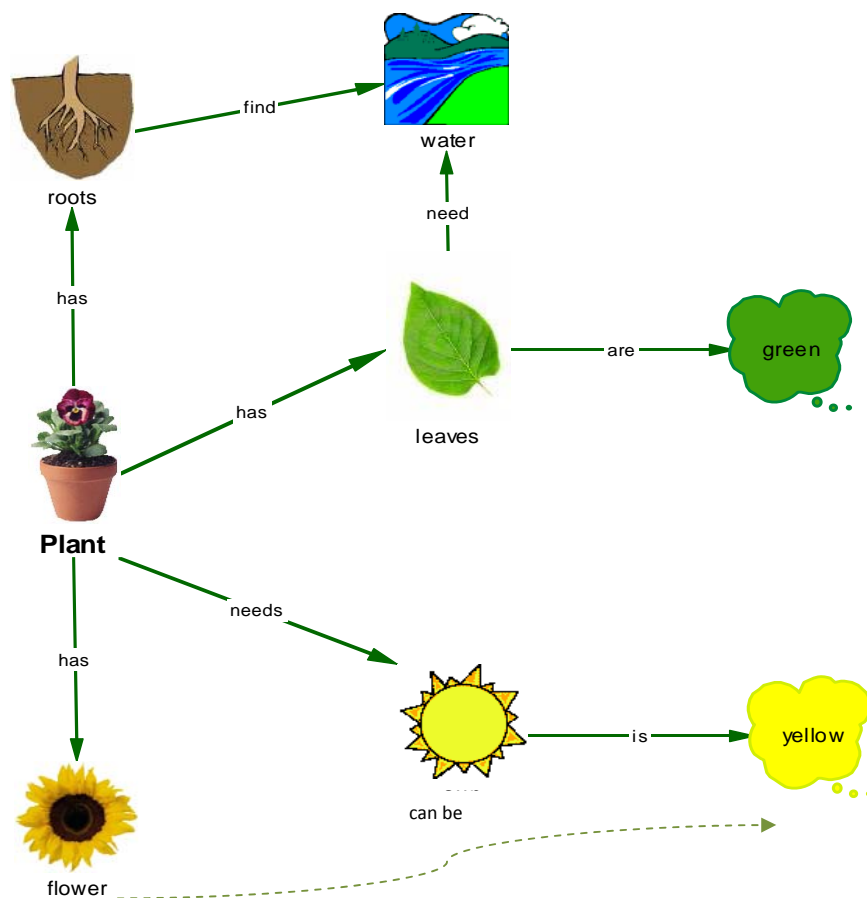
The next step is to construct a **preliminary concept map**. This can be done by writing all of the concepts on Post-its. Post-its allow a group to work on a whiteboard or butcher paper and to move concepts around easily. This is necessary as one begins to struggle with the process of building a good hierarchical organization. Students can use a computer software program, which allows moving of concepts together with linking statements and the moving of groups of concepts and links to restructure the map, or non-computer program (paper). When a Concept Map Tool is used in conjunction with a computer projector, two or more individuals can easily collaborate in building a concept map and see changes as they progress in their work. A Concept Map Tool also allows for collaboration between individuals in the same room or anywhere in the world, and the maps can be built synchronously or asynchronously, depending on the mapmakers’ schedules.



Once the preliminary map is built, **cross-links** should be sought. These are links between concepts in different segments or domains of knowledge on the map that help to illustrate how these domains are related to one another. Cross-links are important in order to show that the learner understands the relationships between the sub-domains in the map.

It is important to help students recognize that all concepts are in some way related to one another. Therefore, it is necessary to be selective in identifying

cross-links, and to be as precise as possible in identifying **linking words** that connect concepts. In addition, a student should avoid "sentences in the boxes", that is, a full sentence used as concepts, since this usually indicates that a whole subsection of the map could be constructed from the statement in the box. "String maps" illustrate either poor understanding of the material or an inadequate restructuring of the map.





Finally, the map should be revised, concepts **re-positioned** in ways that lend to clarity and better over-all structure, and a “final” map prepared. When computer software is used, one can go back, change the size and font style, and add colors to “dress up” the concept map.

Thus, we see that concept maps are not only a powerful tool for capturing, representing, and storing knowledge for individuals, but also a powerful tool in creating new knowledge.

## 1.12 USE OF CONCEPT MAPS IN TEACHING

The Concept Map Technique can help students to identify, understand, and organize the concepts that teachers plan to teach. It helps students specify key relationships between propositions and hierarchies of the topic for understanding through visual representation.

A concept map also provides children with opportunities to both monitor their own knowledge and control their thinking. In planning to build a map, the learner must reflect on prior knowledge, perhaps by asking “*what do I know*



*about...?"*. Children must make important planning decisions about which concept will be the focus of attention, where the concept will be placed on the map, and in what ways concepts may be linked to one another. By rearranging items on the concept map and hearing classmates' thoughts about conceptual relationships, children are able to consider multiple perspectives and multiple ways that the final goal may be reached.

A concept map is a teaching tool that prepares the students for the future. It is an effective teaching tool that is fun, interactive, and effective, which can be used in a variety of settings.

## **1. Teaching a topic**

During the construction of a concept map, there are difficult concepts that can be clarified and arranged in systematic order. Concept maps in teaching help teachers to be more aware of the key concepts and relationships among them. This helps teachers to convey a clear general picture of the topics and their



relationships to their students. In this way, concepts are less likely to be missed and misinterpreted.

## **2.Reinforce understanding**

It a good idea to use concept maps to reinforce students' understanding because it helps students comprehend the nature and significance of the topic in a meaningful way. This enables visualization of key concepts and summarizes their relationship.

## **3.Check learning and identify misconception**

The use of concept maps can also assist teachers in evaluating the process of teaching. They can assess the students' achievement by identifying misconceptions and missing concepts.

## **4.Evaluation**

Students' achievement can be tested or examined by concept map because concept maps constructed by students help the researcher to understand quickly what the students are going to write about, thus making the job of reviewing and evaluating the paper easier.



It helps to detect if the students are rambling out of the topic or just lack substance in their writing. Overall, comparing the initial paper and the reflective paper done by the students can indicate a marked improvement in the coherency and flow of the paper.



# CHAPTER II





## **CHAPTER II**

# **CONSTRUCTING CONCEPT MAPS IN AN ENGLISH CLASSROOM**

## **2.1 CLASS ORGANIZATION**

The importance of a concept map is not only in the final product but, above all, the activities that it generates in the development. One of the useful developments in language teaching methodology in recent years has been in the organization of students in the classroom. The gain lies in the degree of interaction between students and the sense of purpose in using language. Concept maps can play a key role in motivating students, contextualizing the language that they are using, by giving them a reference and helping to control the discipline in the activity during the class.

Many ways of organizing the classroom by using Concept Maps are described in this section. It is important



to note that most of the activities can be varied by using some of these different forms of organization.

There are two basic ingredients to successful organization: the students and the teacher. The students should know about what they are supposed to do, and they should have the language to do it. The teacher has to explain in a natural way each activity that students have to develop during the project.

To facilitate the work of the teacher in the classroom there is one useful technique for many of the forms of organizing an English class. It is to give each student a letter to identify them; for example, *A* or *B*. It is then easy to organize students by saying, “I want you to work in pairs; one *A* and one *B* together.”

There are many ways to organize an English class; we suggest some of them below:

😊 One person, usually, but not necessarily the teacher, can give instructions or information or be subjected to questioning. Generally, this method is used to



generate brainstorming of the students during the introduction of a reading.



Example:

One student in the group is given a wide selection of pictures of objects which could all be bought in a general store. Each of the others is given a shopping list for creating their own parking lot. The students take turns asking for one of their items. The “shop assistant” gives it to them if he or she has it. At the beginner level the students can simply name the item they want. At a higher level the students might have to specify the sort of object and its price, which must be drawn on the blackboard.



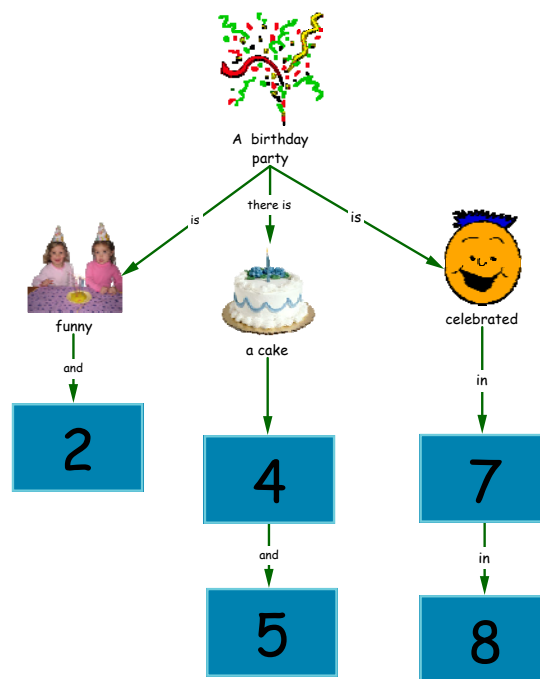
😊 The class is divided into two groups. It is often possible to do this without moving chairs. The organization can be used for team competitions, drama activities, and mass information-gap activities.



Example:

The teacher shows some pictures to the whole class. Then the teacher selects one of the pictures and shows it to

only half the class. After that, the teacher shows it to the students in an incomplete concept map, and the other half of the class has to guess the name of the picture that is on the back of the picture. In this manner, the concept map will be completed when the students start to finish it through their brainstorming.



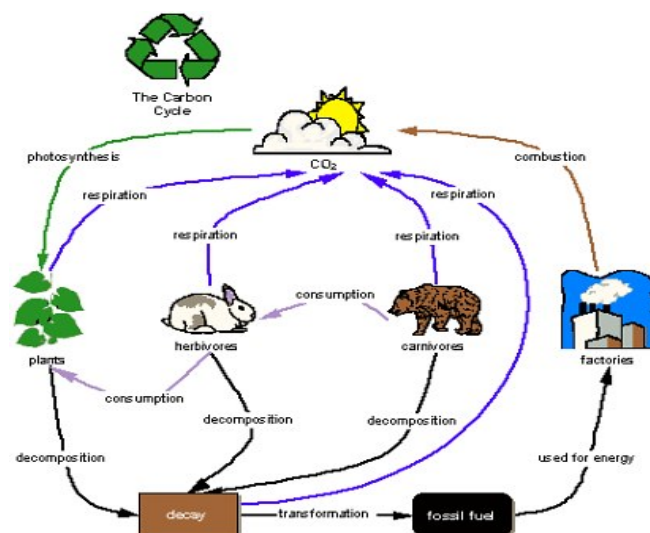
😊 A circle or *U* shape would be the arrangement of the whole class for classwork and pairwork. Students can work first with one neighbor, then with the other. The advantage for whole class discussion is that people

can see each other properly and that the teacher, if present, is seen more as a member of the group.



Example:

An ambiguous concept map (concept map which is difficult to interpret) is shown to the class. The students discuss with one neighbor their interpretation of the concept map. Then they turn to their other neighbor to find out what his or her interpretation is in order to get specific ideas about the topic.





### 2.1.1 Pairwork in an English classroom

Pairwork in an English class is funny when teachers select the best way to work in a classroom. There are many ways below to utilize in pairwork.

😊 The most basic form of pairwork is that students work with their neighbor, usually without moving from their desks. The students are given some kind of tasks to carry out. They might play a game, carry out a communication task, work together to solve a problem, or chart something.



Example:

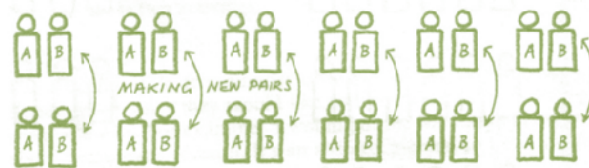
Two students can work together in constructing a simple concept map based on a reading they are given. When all the concept maps are finished they are displayed around the room separately. Students A and B must then



read their activities and try to give some ideas about the map.



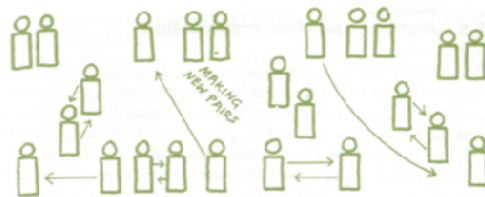
😊 In this variation of pairwork, students A and B work together and then new pairs are formed of As and Bs, with the Bs moving. The advantage of this organization is that each student must take responsibility, but only after working with another student. This inevitably entails the reuse of the same language.



Example:

Each pair is given a main idea of someone (actress or actor). They choose from the parking lot a name, occupation, age, family status, likes and dislikes, and so forth. When B goes to another A he or she must find out by asking the focus question, "Is this Celia Cruz or Leonardo D'Caprio? ".

😊 The pairs in this version continually change. For this flexibility it is better to have space free of desks. If the task is specific and limited it provides an immense amount of practice for every student in a short time.

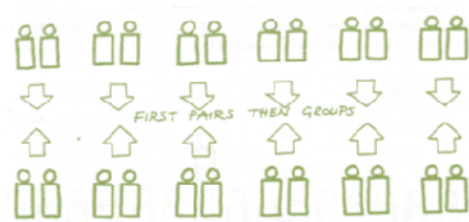


Example:

Each student has either a concept map or a textual description of the concept map. There is only one text which matches each concept map. The students walk around the

class working with one student after another until they find their correct texts from the concept map.

😊 Each pair is given a number of pictures. They attempt to put them in order and to work out a story (or a description of a process). Each pair then joins with another pair, making groups of four. The students in Pair One show their pictures to Pair Two. Pair Two then arranges Pair One's pictures in a way to make them think. Finally, the two versions are compared.



The advantages of this organization are that two students work creatively together listening, reading, and writing. When they compare and tell their stories to the other pair, they are supporting each other, though they may not always agree, so they may have to discuss ideas with each other.

## 2.2.2 Groupwork in an English classroom

😊 A simple way to form groupwork is by putting together four to six students. All groups in the class can be given the same work to do or each can work on a different activity. It is an adaptable organization for cooperative work in which there are enough people for the relationships to be dynamic to encourage everyone to take part.



Example:

Groups can draw their own concept maps according to the words that the teacher writes on the blackboard in order to describe the story telepathically.

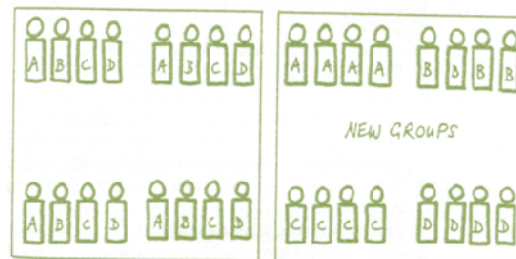
😊 Students of the A group have the information which the others (B’s) try to find.



Example:

A's imagine he or she is hiding a picture. The others have to guess what the picture is about by asking a focus question.

😊 The students work on a problem together, knowing that each individual student will be responsible for representing the group at the next stage of the organization. Each of them forms new groups dividing into pairs and the pairs move to form new groups.





### Example:

Each student in a group is given a letter, A, B, C, or D and a set of pictures representing any topic. They are asked to choose only four of them and to rank them in order to give an impression of the topic. The students in each group discuss a selection of pictures and then create their concept map.

## 2.2 APPROACHES TO READING

Most of the students think of reading as a simple, passive process that involves reading words in a linear fashion and internalizing their meaning one at a time. But it is important to indicate that teachers should be conscious that reading is not an easy skill to teach; however, there are some important techniques which can be applied to different levels of students. In addition, not all students have the same grade of knowledge retention and that is why they are grouped according to their needs.



## 2.2.1 Designing reading activities

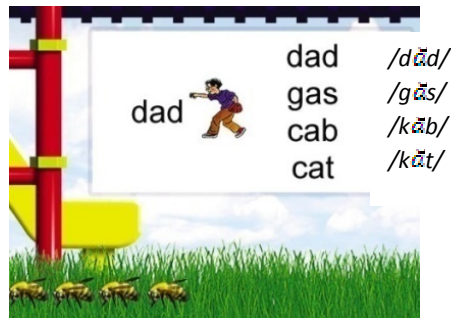
There are a number of different ways to approach the introduction of reading in a foreign language.

### a. Phonics

This approach is based on letters and sounds. Basically, we teach the pupils the letters of the alphabet, and the combination of letters, phonically. The best way to start to teach is with three or four letters that can make up a number of words.

It can be a very useful way to introduce reading to those learners who are not familiar with the foreign language or who cannot find any relationship between letters and sounds.

Example:



## b. Words and phrases

This approach is based on words (concepts) and phrases, and makes a lot of use of flashcards and pictures –words written on cards like this:



an orange



This is a spoon.

It is usual to start by teaching every day words which are already familiar to the children. The teacher shows the children the words or phrases and says them while pointing at the object. The children repeat the words. This happens several times with each word. The introduction of the words or phrases only takes a short time, and time goes by quite



quickly, so the teacher may spend five minutes of a thirty minute lesson on four new words.

### c. Whole Sentences

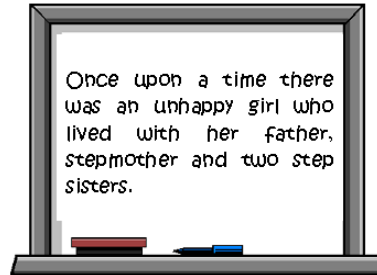
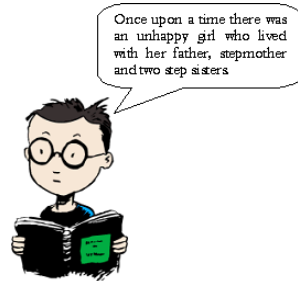
In this part, the teacher teaches recognition of whole phrases and sentences which have meaning to the students. This often means a story which the children read for the first time by themselves after the whole text is familiar to them. The words are not presented in isolation, but as whole phrases or sentences.



Mary had a little lamb,  
Its face was white as snow  
And everywhere that Mary went,  
The lamb was sure to go

### d. Language experience approach


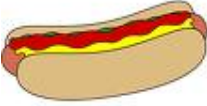


This approach to reading is based on the child's spoken language. The teacher writes down a sentence for the child to read which is based on what the child has said.



### e. Word Association

It is a common word exercise that involves an exchange of words that are associated together in the same rank.

Example:

FOOD	DRINKS
  	  



## f. Completing

There are two types of sentence completion exercises.

The first type involves choosing one word or picture that best completes the sentence. Students must know the meaning in order to choose the right word. The second type involves in choosing two words that best fits the sentence.

Example:

1. She listents to the.....



radio



magazines

2. I ..... my homework.  
(do – make)



## **2.2.2 Elements to be considered in planning and designing reading activities**

### **a. Pre-reading activities**

Pre-reading activities are those things that teachers do with their students before reading a selection. These activities can serve to:

- Motivate students and get ideas for reading.
- Activate background knowledge.
- Teach vocabulary and concepts.
- Encourage predicting and prequestioning.
- Relate the reading to the students’ lives.

### **b. During reading activities**

“During reading” activities there are activities that students can do as they are reading in order to facilitate the actual reading process. Therefore, teachers should not forget that one of their jobs is to make sure that



understanding is taking place, to foster active involvement in thinking and reasoning about the text.

Some “during reading” activities that teachers can suggest for their students are the following:

- Silent and oral reading.
- Manipulating the medium.
- Suggesting strategies.

### **c. Post-reading activities**

Post-reading activities are those that the students engage in after they have read a selection. These kinds of activities grow from pre-reading and during-reading activities and will involve students in various kinds of brainstorming, analyzing, evaluating or sharing what they have read. These kinds of activities may include questioning, discussing, writing, and dramatizing various kinds of activities.



## 2.3 APPROACHES TO WRITING

Writing means the carefully guided mark on paper that teachers have guided during this process. It depends on the student's age, interest, capacities, needs, and so forth. To create writing activities for children is an important goal for many teachers. Children from ten to twelve years old have basic knowledge about some grammatical points. With this previous knowledge, we expect them to write short paragraphs in order to communicate with other persons and to express their feelings.

When we teach children to write in a second language, we teach the use of appropriate elements during the writing and reading process in order to make legible pieces. In this way, teachers should encourage students, at the beginning of the learning process, to focus on three elements: the purpose, main ideas, and suitable form. Thus, students would produce imaginative and accurate personal and public writings, which should not be made just by copying a model, because writing is a natural process whereby students reflect on what they want to say.



1. *Purpose.* -An important element in writing is the purpose. The students need to consider why they are writing. For example, they write for reporting results, making proposals, transmitting information, giving instructions, and so on.

2. *Main idea.* - After deciding on the purpose, it is necessary to decide on the main idea that the teacher is encouraging the students to expand. First, the students need to have certain knowledge about the topic through previous reading, discussion, or experience. Second, they need to know the best way to develop the main ideas. Finally, they need to modify the main ideas to suit the language according to their needs.

3. *Suitable form.* - This element tries to organize the ideas chronologically, from general to particular or from most important to least important.

It is important to encourage students to keep these elements in mind from the beginning of the learning process to produce good pieces of writing spontaneously.



To form good writers, teachers should encourage students to produce something by themselves without copying a model. Writing is a natural process in which students reflect their personal opinions and feelings. They can work on topics of their interest, such as their favorite singer, song lyrics, food, pets, and so forth in order to become fluent writers by writing often and at length. The children write according to their age and the vocabulary that they know.

### **2.3.1 Designing writing activities**

Writing activities go from being tightly controlled to being completely free. We will design activities with beginners which are being carried out to practice the language; concentration is on the language itself.

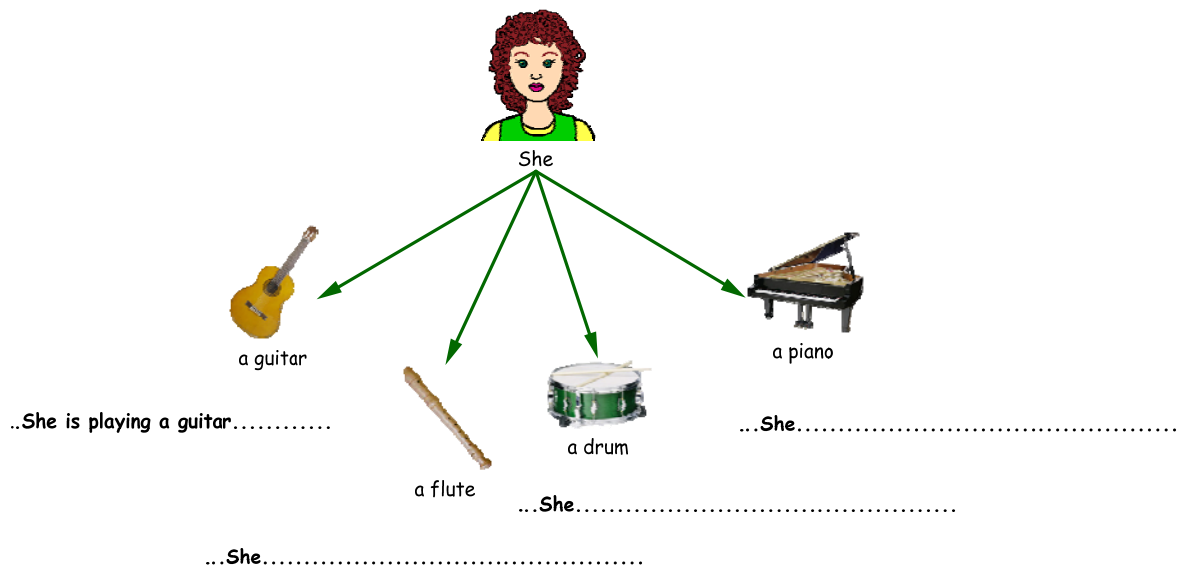
#### **a.- Straight copying**

Copying is a fairly obvious starting point for writing. It is an activity which gives the teacher the chance to reinforce language that has been presented orally or through reading.



It is a good idea to ask pupils to read aloud quietly to themselves when they are copying the words because this helps them to see the connection between the written and the spoken word. The sound-symbol combination is quite complicated in English. For children who find even straight copying difficult, we can start with them by tracing words. Even though they may not understand what they are "writing", they will still end up with a piece of written work, and this in itself will give valuable encouragement and satisfaction.

Example:



## b.- Matching

We can vary straight copying by asking pupils to match pictures and text, or to choose which sentences they want to write about the text.

Example:

Pupils might choose from the three possibilities about this picture:

Join with a line and write one sentence:

\_\_ *He* \_\_ \_ \_ \_ \_ \_



He likes cooking

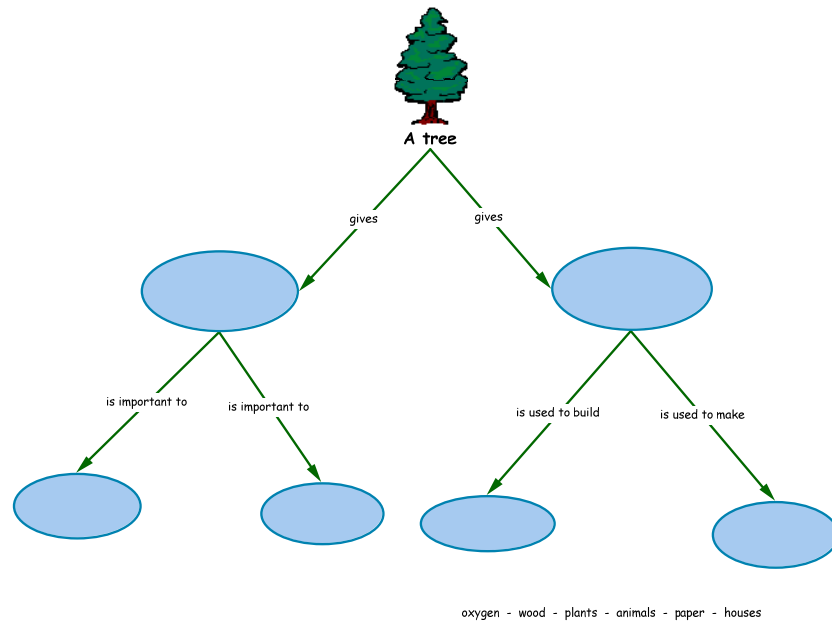
He is a good cook.

He prepared a chicken.



## c.- Organizing and copying

Copying can also be a good introduction to writing, as  
in this example:



*A tree gives oxygen and .....*

*.....It is used*

*to.....*

*.....*



### **d.- Delayed copying**

We can do “delayed” copying, which is fun to do in class, for training short term visual memory. Write a short, familiar sentence on the board, give pupils a few seconds to look at it, and then rub it out and see if the pupils can write it down.

### **e.-Copying books**

It is useful for pupils to have a copy book where they can copy new vocabulary, a little dialogue, something you want them to remember or whatever. Pupils must keep to what we ask them to copy, but they should be free to copy things from the textbook, the board and from other pupils.

### **f.-Dictation**

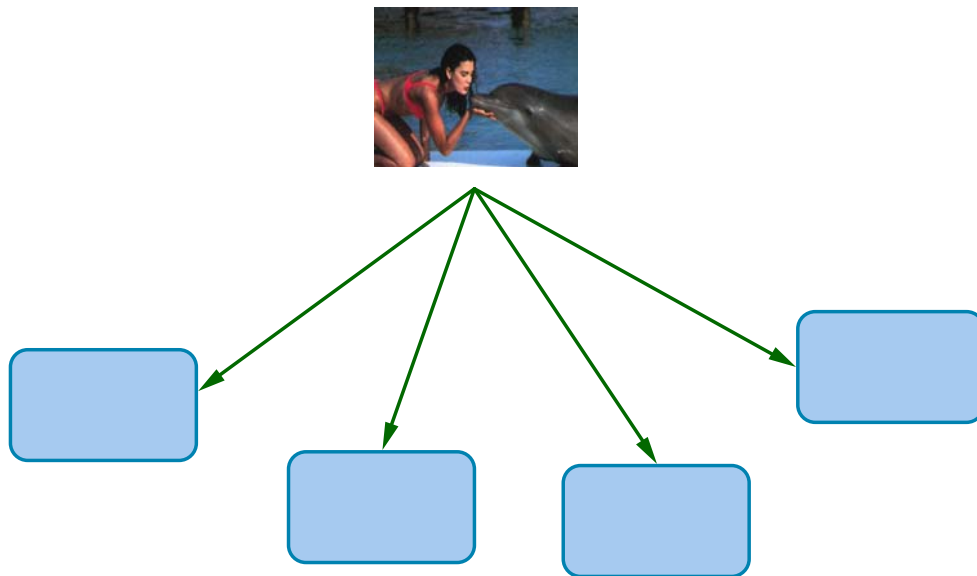
Dictation is a very safe type of exercise if you can keep the language elementary and simple, and because we, the teachers, are providing the actual language as well as a context. For children and young learners, dictation should



- Be short
- Be made up of sentences which can be said in one breath
- Have a purpose, and be connected to work which has gone before or comes after
- Be read or said at a normal speed.

*Example:*

.....*Heidi Seedorf works in an ocean aquarium. She works with three dolphins, Alpha, Coca and Neptune. Neptune is three years old. He is new to the ocean aquarium and he is still learning to do tricks. Coca, five, can do many tricks but Alpha, six, is the star of the show.....*

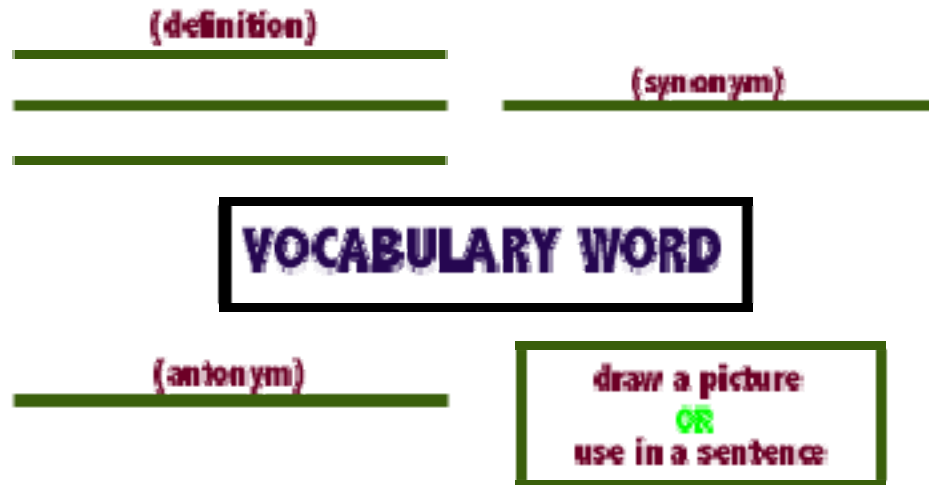


### **g.- Vocabulary word map**

A vocabulary word map is a visual organizer that helps students engage in and think about new terms or concepts in several ways.

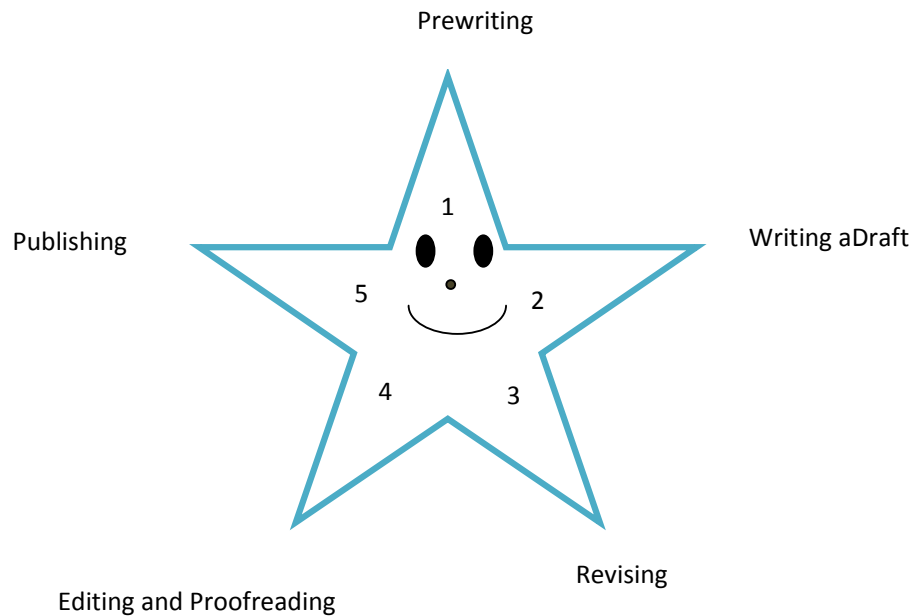
The new term goes in the middle of the map. Students fill in the rest of the map with a definition, synonyms, antonyms, and a picture to help illustrate the new concept.

Example:



### 2.3.2 Elements to be considered in planning and designing writing activities

It's necessary to point out that writing is not only a “product”, but a *process*. In fact, it is a complex process with a number of operations going on simultaneously. Writing involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes, to find alternative, and to get solutions.



### a. Pre-writing activities

- Choose a topic.
- Collect information.
- Decide one main point to write about for your topic.

### b. Writing a Draft

- Write all of your ideas on paper.
- Don't stop to check spelling or punctuation yet.





### **c. Revising**

- Read your draft to yourself.
- Read your draft to a partner.
- Make changes to make your writing better.

### **d. Editing and Proofreading**

- Make sure your writing makes sense.
- Check spelling, capitalization, and punctuation.
- Write a new, clean copy.

### **e. Publishing**

- Share your writing with your teacher, classmates, and family.
- Post your writing on the classroom bulletin board or wall.
- Collect your best writing in a writing portfolio.



## **2.4 INTRODUCING CONCEPT MAPS TO CHILDREN IN AN ENGLISH CLASSROOM.**

Concept Maps appear to facilitate learning and how to process information and transform it into expository writing by which students can express their knowledge on a given topic. In addition, with concept maps students and teachers visualize the direction of an activity to organize knowledge.

The purpose of a concept map is to facilitate and make easy the process of reading and writing for students in an English class in which students can put their ideas in graphical form and write from there.

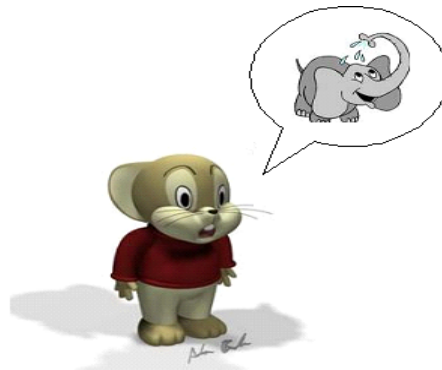
For these reasons, we show a range of practical teaching resources, which will help the teacher to introduce young children to the idea of concept maps and get them started in building their own maps.

These resources are ideal for a group, or for whole class activities, and for pairwork, using a whiteboard.

To facilitate the construction of concept maps in an English classroom the teacher has to carry out the following steps:

1. The teacher asks children to close their eyes and asks if they can see a picture in their mind when he or she says a familiar word.

It is very important to use objects for representing words, at first, such as cave, dragon, mouse, flower, elephant, and so on.



2. Write each word on the whiteboard after the children respond. The teacher asks children for more examples of words that make a mental picture.

→cave

→dragon



---

→mouse

→flower

→elephant

3. Next the teacher asks for “event” words such as raining, running or laughing. Students have to give more examples and write them on the whiteboard.

→cave	raining
→dragon	running
→mouse	laughing
→flower	eating
→elephant	drinking

4. The teacher gives the children a few words that are unfamiliar and asks them if they can see a picture in their minds. ( Children use a dictionary and choose short words that are likely to be unfamiliar to younger children, such as “concepts”)



5. The teacher helps the children recognize that words convey meanings to them when they represent pictures or meanings in their minds.



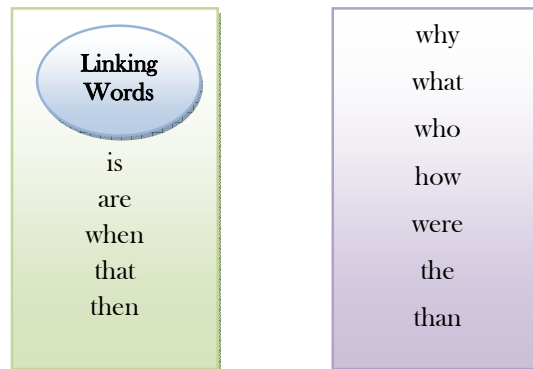
6. The teacher introduces the word “concept” and explains that a concept is a word we use to mean some kind of object or event, “a picture”, and the students look at the words on the whiteboard. They can ask themselves if they are all concepts; ask if they all bring a picture to mind.



7. Type words on the whiteboard such as, the, is, are, when, that, then. The teacher asks if these words bring a picture to their minds. Children should recognize that these are not concept words; they are linking words we use to link concept words together into sentences that have a special meaning.



8. The teacher labels the words “linking words” and asks the children for additional examples of linking words.



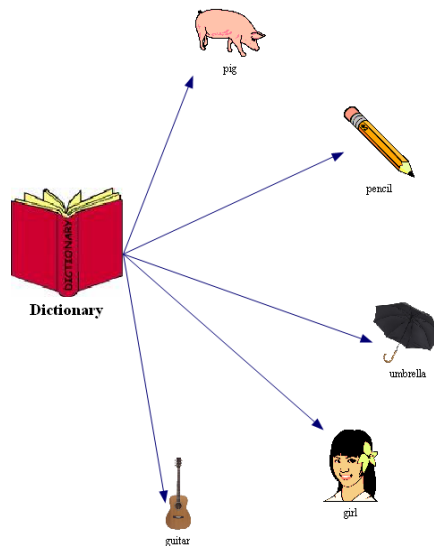
9. The teacher constructs short sentences with two concepts and a linking word; for example, grass is green, bricks are hard, the sun is hot.

Linking words

grass	<i>is</i>	green
bricks	<i>are</i>	hard
happy	<i>when</i>	playing
dogs	<i>that</i>	bark
spring	<i>then</i>	summer

10. The teacher explains to the children that most of the words in the dictionary are concept words. So, the

children might have to identify concept words from a young child's dictionary.



11. The teacher asks the children to construct some short sentences by using the concept and linking words on the whiteboard, and some of their own words if they wish.



*The summer sun is hot.*

12. The teacher has one child read a sentence and asks another child which is the concept word and the linking words in that sentence.

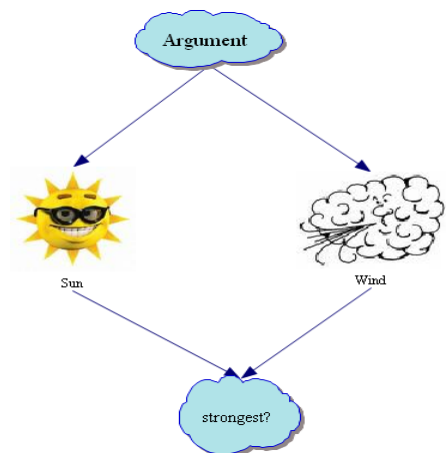




13. The teacher introduces to children the idea that reading is learning how to recognize printed labels for concepts and linking words. The teacher asks the students if it is easier to read words for which they have a concept in their mind. So, the teacher points out to the children some examples and words that have been used earlier, of the familiar and unfamiliar types, such as “when”, “while”, and there.

### ***The Wind and the Sun***

One day, a very long time ago, the Wind and the Sun had an argument. The wind said to the Sun, “I am much stronger than you!” This made the Sun very cross. He started to shout, “No, you are not, I am much stronger than you!”.





# CHAPTER

# III





## **CHAPTER III**

### **DIDACTIC GUIDE**

As we have seen, concept maps are used to promote Meaningful Learning in various disciplines and in different contexts and it can be adapted to any group of learners in education. So, in the process of adaptation with a concept map, we start by addressing the replacement of words by pictures in the construction of the map which will be organized as categories, “same” and “different”. It is important that the students understand that each category is a representation of ideas.

The didactic guide we provide in this chapter is designed according to the use of concept maps to develop reading and writing activities for children from 10 to 12 years old; these activities will be applied to children of the seventh level of the “Francisco Astudillo” Public Elementary School. This guide contains seven activities for developing reading and writing skills by the constructing of Concept Maps. The contexts of all these tasks are adapted to the



age of the children by giving them the facility to comprehend graphically a topic in a fun way as included in "The Cow", "Occupation", "Tourism", "Samantha's Favorite Sport", "My Day", "Snow White", and "Cinderella". Students can establish relationships with respect to daily activities, real life, fiction, and needs. In addition, we explain here the methodology of each assignment including the area practiced, the skills, the vocabulary, the aim, the group limit, the level, the time, the materials, and the procedure. So, these tasks demand that learners compare, classify, organize, brainstorm, and so forth.

After giving these brief descriptions, we present the following reading and writing activities that are easy to apply in classes when teachers are working with pupils from ten to twelve years old (seventh level of basic education).

### **3.1 ACTIVITY ONE: "THE COW"**

**Area Practiced:** Gathering vocabulary

**Skills:** Reading and Writing

**Vocabulary:** "The Cow"



**Aim:** \_ To encourage students to increase their vocabulary.

**Group limit:** four students

**Level:** Seventh Level of basic Education

**Time:** 60 minutes

**Materials:** drawings, magazines, worksheets, pencils, color markers, eraser, pen, board, cardboards.

### **Procedure:**

#### **♠Vocabulary**

- ✓ Show a picture of a cow and the teacher and students start to discuss things they know about a cow. For example: Teacher: ..."*What does the cow give us*". Students: (possible answers) "*milk, skin, meat,*" and so forth.
- ✓ Put students in two columns "A" and "B". Column "A" guesses "*what is the flash card about?*". And column "B" tries to make students confuse.
- ✓ Tell students to read the task instructions. Check understanding.
- ✓ Tell students to draw and color in the blanks the things they have said about the cow.
- ✓ Give them enough time to do the task.
- ✓ Have students check the task by comparing their answers with a partner.

#### **♠Reading and Filling in blanks**



- ✓ Ask students to look at the pictures and the title of the text.
- ✓ Brainstorming as many ideas as each student can tell about the cow.
- ✓ Say: "Now, cut up the cards and guess in which place each one will be located.
- ✓ Read the first sentence. Encourage students to paste the pictures according to the text.
- ✓ Allow students enough time to do the task.
- ✓ Walk around and monitor the task.

### ♠ Writing

- ✓ Divide the class into groups of four students and display to each group a concept map about a cow.
- ✓ Focus students' attention on the concept map.
- ✓ Read the task instructions and check understanding.
- ✓ Say: "look at the map and list four things that you can see in the map".
- ✓ Call one student to the board to write about one characteristic of the cow.
- ✓ Invite students to write their thoughts on the worksheet
- ✓ Monitor the task.
- ✓ Give students enough time to do the task.
- ✓ Check their tasks.

### ♠ Constructing a map

- ✓ Work in the same groups.
- ✓ Focus students' attention on the Useful Words box on the worksheet. The box contains relevant recycled




vocabulary that students may use in constructing a concept map.

- ✓ Cut the pictures according to what the teacher says.
- ✓ Have students cut the pictures and identify their names.
- ✓ Encourage students to read the text about the cow again.
- ✓ Invite students to paste the pictures in order according to the story.
- ✓ Tell them to use as many arrows as possible to join the concepts.
- ✓ Have students finish constructing the map. Tell them to go to the front of the class.
- ✓ Each group has to tell the story of the cow by using their own concept map.

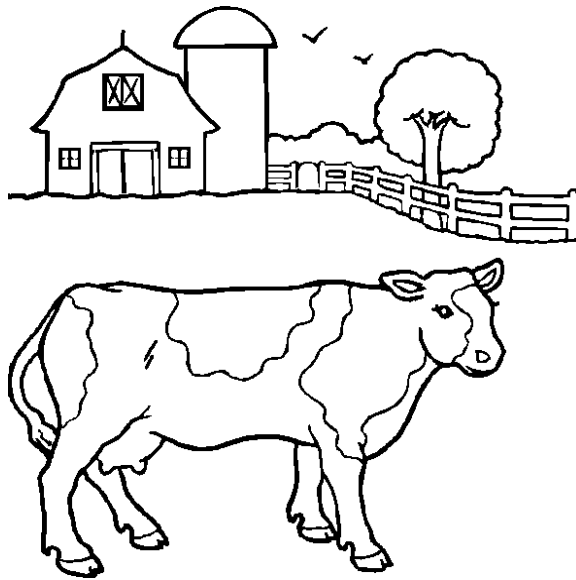


## THE COW

1.- Discuss, write, draw and color: "What does a cow give us?"




The cow gives us milk.



2.- Read about "the cow" and fill in with pictures.

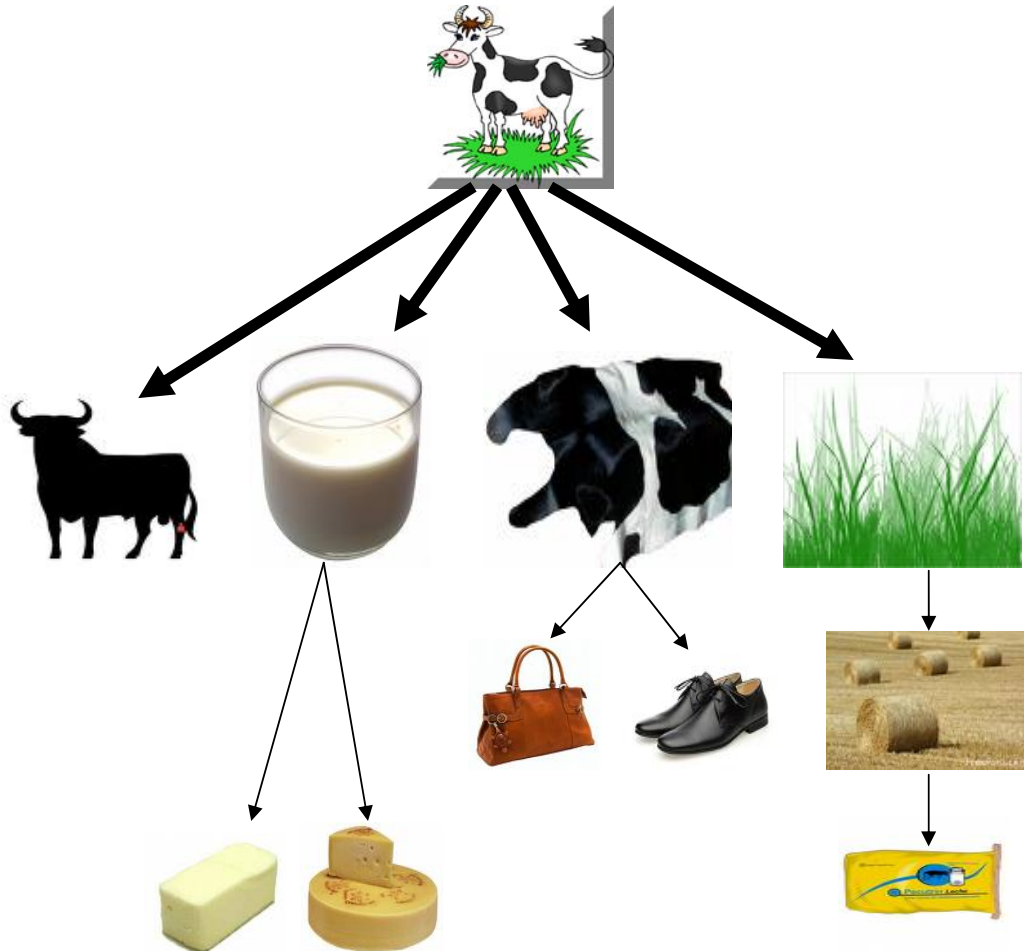
### "THE COW"

The cow mate is the \_\_\_\_\_. It has  in its teats which is milked with the help of a machine, so we have milk from which we make yoghurt, liquid yoghurt, butter, \_\_\_\_\_, and cream. Also, it gives us skin from which we make leather \_\_\_\_\_, shoes, and handbags. Cow meat is delicious and we can eat it two times a week. The cow lives in a \_\_\_\_\_ and eats different things such as grass, \_\_\_\_\_, hay, and a special mixture for cows.





**3.-Make groups of four students. The students read and write about the concept map one by one. One student identifies the cow's mate?. Another one says what the cow eats, and so on.**



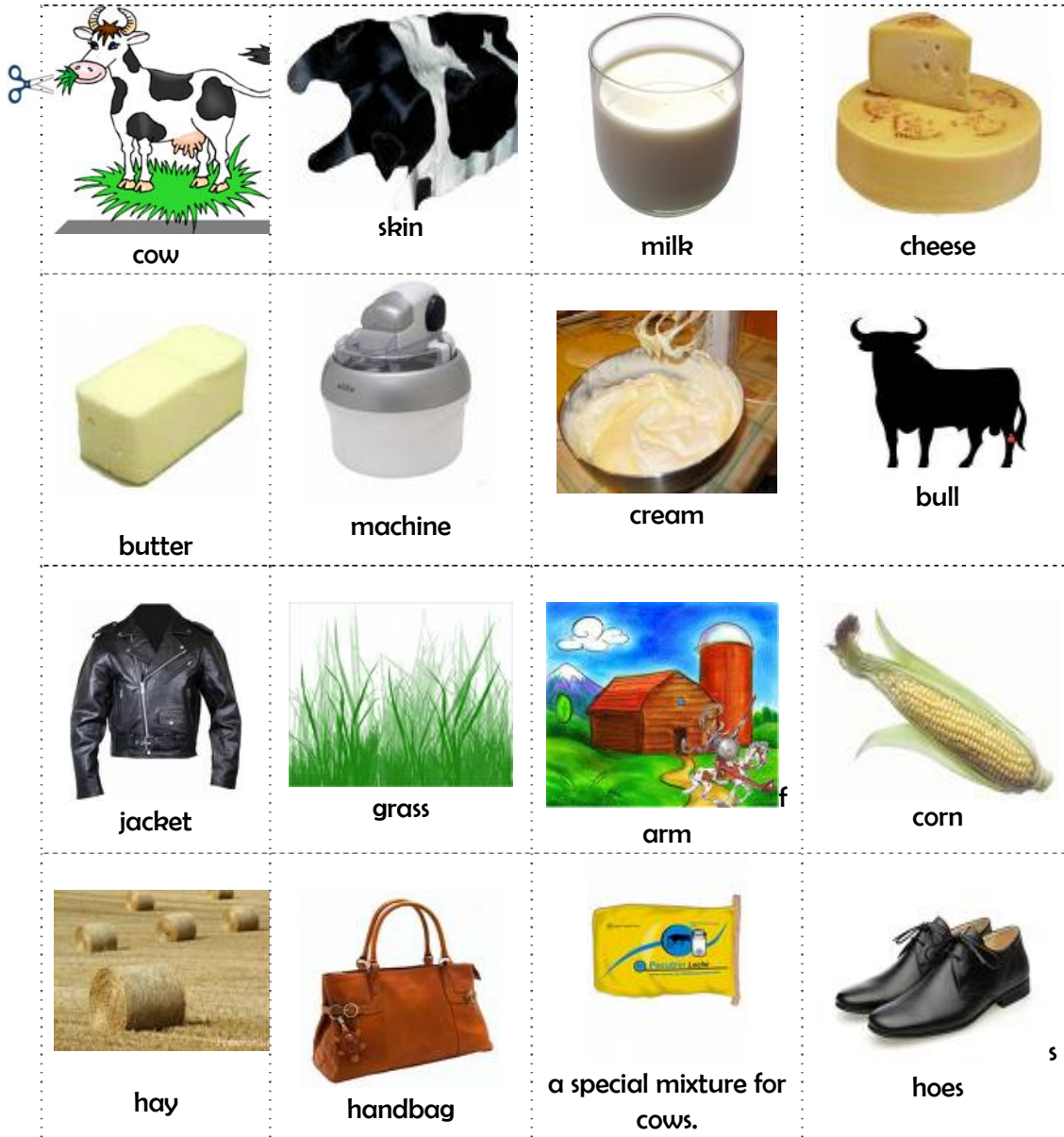
**Student 1:** \_\_\_\_The cow mate is the bull.\_\_\_\_

**Student 2:** \_\_\_\_\_

**Student 3:** \_\_\_\_\_

**Student 4:** \_\_\_\_\_

**4. - Cut out the following pictures and construct a concept map about the things you know about the cow.**







### 3.1 ACTIVITY TWO: "OCCUPATIONS"

**Area Practiced:** articles a / an

**Skills:** reading and writing

**Vocabulary:** occupations

**Aim:** \_ To encourage students to use articles in a simple way.

**Group limit:** two students

**Level:** Seventh Level of basic Education

**Time:** 60 minutes

**Materials:** worksheets, pencils, color markers, eraser, pen, board.

**Procedure:**

#### ♠ Reading and completing information

- ✓ Ask students to look at the pictures and tell you their ideas. Say: *Look at the pictures. Tell me... What do you see?*
- ✓ Copy sentence 1 on the board (Carlos lives in...). Read the information about Carlos. Point to the information as you speak.
- ✓ Tell students to read the description silently and complete the sentences.
- ✓ Allow students enough time to do the task. Walk around the class checking students' work.



- ✓ Ask some students to write the answer on the board.  
Say: *(name), come to the board, please. Write the answer.*
- ✓ Emphasize the use of the articles –a and –an.

### ♠ Matching information

- ✓ Tell the students to look at the pictures.
- ✓ Put some pictures about occupations on the board.  
Point to John Perez and say: *He is a.....*
- ✓ Focus on the word is which will be used as a linking word and on occupations as concepts.
- ✓ Encourage students to answer.
- ✓ Tell students to look at the pictures, the linking word, and the names of the occupation and do the task.
- ✓ Walk around the class checking students' work. Help them if needed.
- ✓ Check the information on the board.

### ♠ Completing

- ✓ Ask students to look at the pictures and ask them to predict the task.
- ✓ Write on the board a chart or "parking lot", which will be used to complete the concept maps.
- ✓ Demonstrate the task with an example. Point at map 1 and the parking lot on the board and say the example.
- ✓ Tell the students to work in pairs taking turns to read.  
Say: *work in pairs, please. Take turns.*



### ♠ Writing

- ✓ Tell students to look at the pictures and the parking lot to demonstrate what students have to do. Point to map 1 and write the example: ...*Andres Quezada lives...*
- ✓ Tell students to write according to the other maps.
- ✓ Monitor students' work. Help them when it is necessary.

### ♠ Reading and Writing about nationalities




- ✓ Tell students to look at the pictures and the cue words.
- ✓ Encourage students to identify the nationality of each person.
- ✓ Tell students to complete the nationality according to the picture.

### ♠ Completing and writing

- ✓ Ask students to look at the map and the information about John's life and tell them: *This is John Smith.....*
- ✓ Read the sentences of the map to demonstrate what students have to do.
- ✓ Tell students to complete the map about Samuel Brown and encourage them to write a small paragraph about Samuel. Use the ideas from map.
- ✓ Monitor students' work.





## OCCUPATIONS

1.- Look at the pictures. Read the description. Complete the sentences.

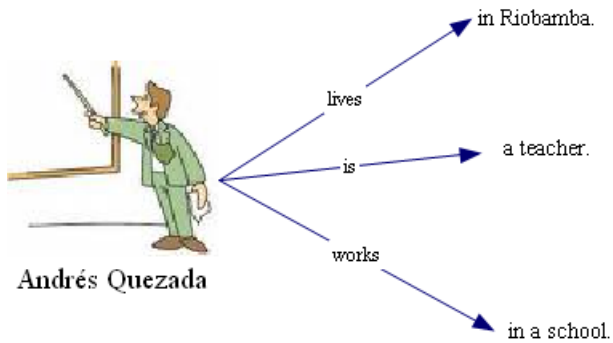
 <p>This is Carlos Perez. He lives in Ambato. He is a farmer.</p>	 <p>This is Franklin Zambrano. He lives in Cuenca. He is an architect.</p>	 <p>This is Marcelo Bueno. He lives in Loja. He is a Driver.</p>
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- a. Carlos lives in \_\_\_\_\_. He is \_\_\_\_\_.
- b. Marcelo lives in \_\_\_\_\_. \_\_\_\_\_ is a driver.
- c. Franklin \_\_\_\_\_ in Loja. \_\_\_\_\_ an architect.

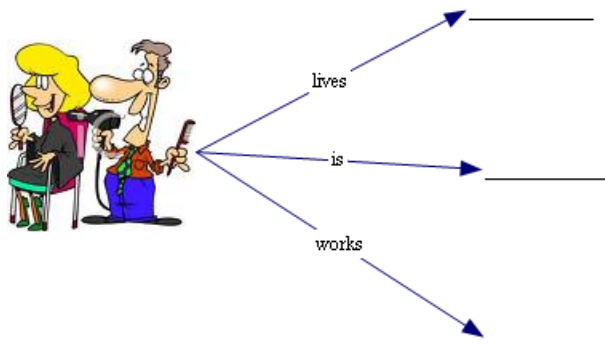
2. - In pairs. Look at the pictures and match the names with the occupation. Use is as a linking word.

 John Perez		a policeman
 Robert Castro	is	an artist
 Linda Rivera		a carpenter
 Julio Campoverde		a secretary

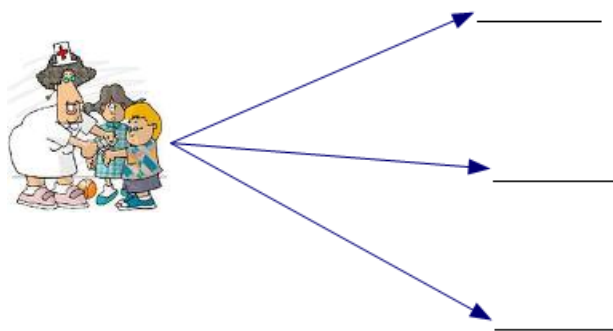
**3. - Complete the map about the people in the pictures. Use the chart for each picture.**



Andrés Quezada  
Ambato  
a teacher  
school



Julio Saldaña  
Baños  
a hairdresser  
beauty salon



Yolanda Reinoso  
Cuenca  
a nurse  
hospital





**4. - Write about three people from each map who are described in activity 3.**

**Example:**

\_\_\_\_*Andrés Quezada lives in Riobamba. He is a teacher. He works in a school.*\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

**5.- Write the nationality of the following people. Use the cue words of the box.**

Mexican	American	Spanish	Japanese	Italian
---------	----------	---------	----------	---------



\_\_\_\_*A Mexican*\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



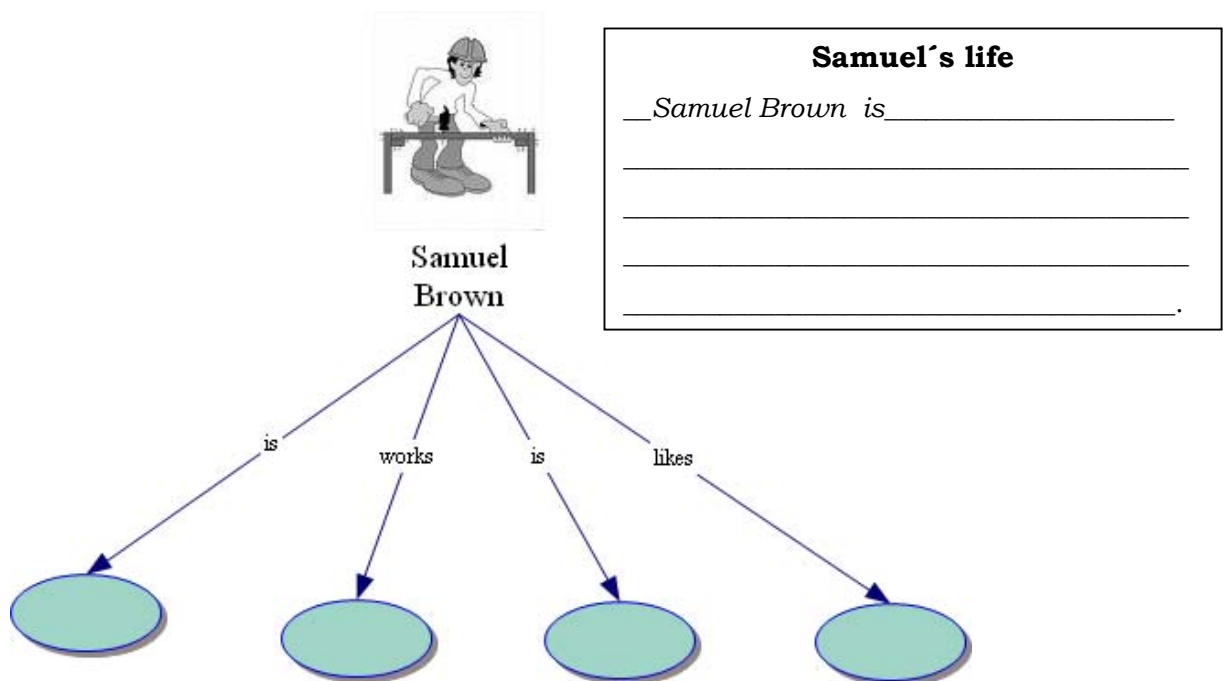
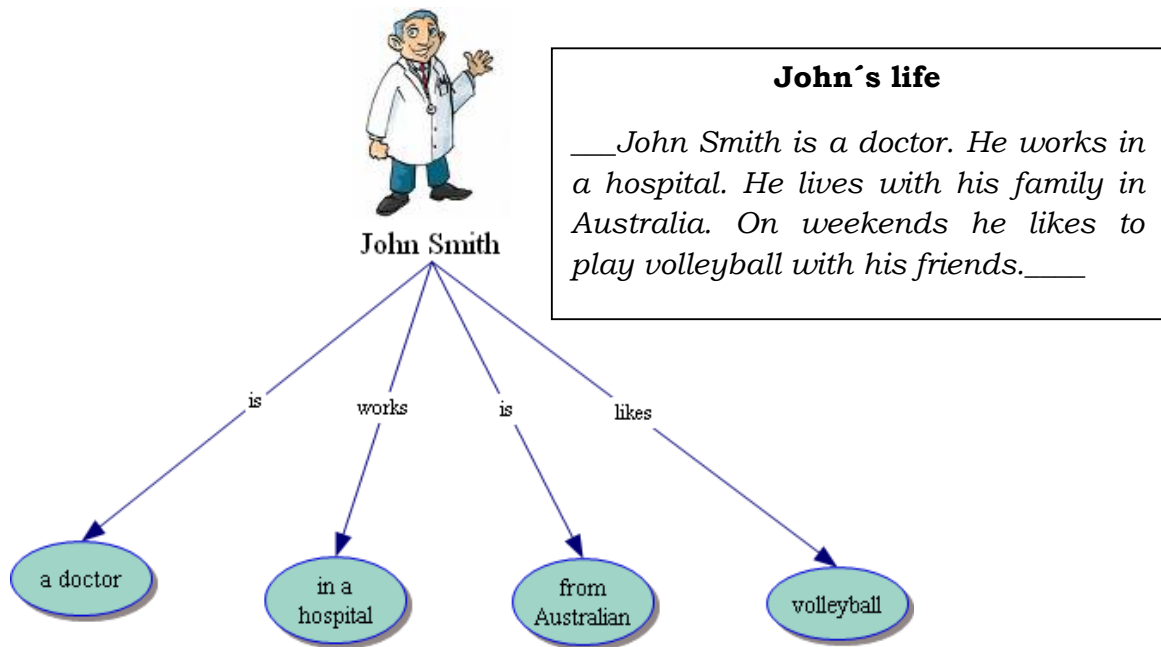
\_\_\_\_\_



\_\_\_\_\_



6. – According to the example complete the map and then write about Samuel.





### 3.2 ACTIVITY THREE: “TOURISM”

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**Area Practiced:** Plural Form (s / es)

**Skills:** Reading and Writing

**Vocabulary:** Tourism in Ecuador

**Aim:** \_ To encourage students to use the plural form **(-s -es)** in a precise way.

**Group limit:** two students

**Level:** Seventh level of basic education

**Time:** 60 minutes

**Materials:** Board, pencil, pen, eraser, worksheets.

**Procedure:**

#### ♠ Vocabulary

- ✓ Tell students to read the instructions and check understanding about the use of the plural form through examples.
- ✓ Allow students enough time to do the task.
- ✓ Ask students to compare their answers in pairs.



### ♠ Reading and completing information from the map.

- ✓ Tell students to look at the pictures and the text. Tell them to talk about the reading by using brainstorming.
- ✓ Read each section of the text with the students and underline the words which are in plural form.
- ✓ Copy the map on the board. Read the first part of the text and complete the information about Galapagos.
- ✓ Tell the students to do the task individually.
- ✓ Walk around the class. Check students' work.
- ✓ Ask students to check the information in pairs.
- ✓ Ask students to complete the information on the board.  
Correct errors if they are needed.

### ♠ Making sentences

- ✓ Put some photos on the board.
- ✓ Bring a student to the front. Encourage the student to write a sentence about the picture.
- ✓ Tell students to write sentences about the pictures that they can see on the sheet.
- ✓ Walk around the class and monitor students' work.



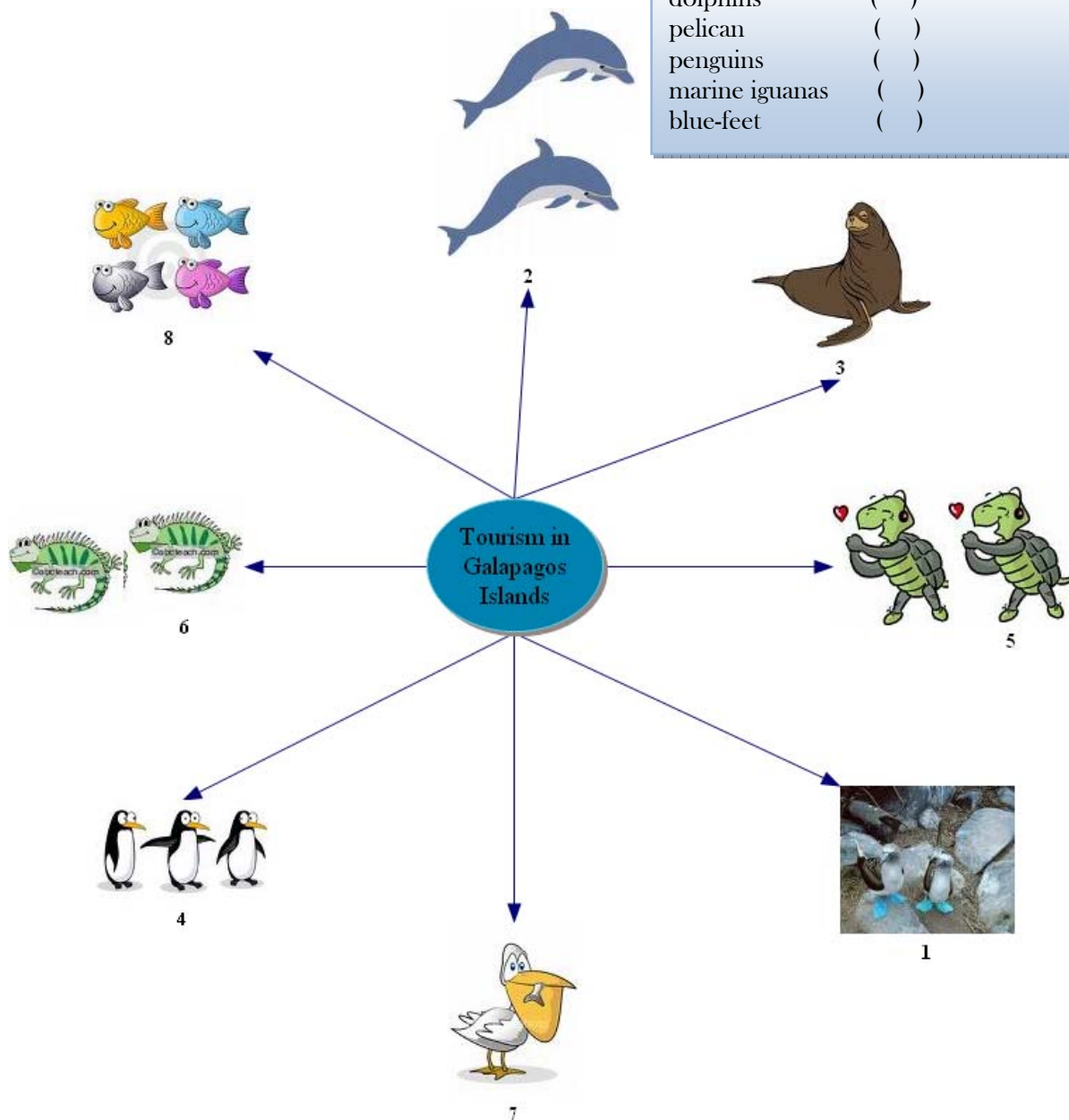
## ♠ Writing

- ✓ Show the students a concept map of Azuay Province on the board.
- ✓ Talk about Azuay Province. Point to the map to make sentences.
- ✓ Put students into pairs. Explain that one student must read the map and the other make notes.
- ✓ Check understanding. Ask a student to explain what has to be done.
- ✓ Tell students to do the task. Say: Imagine that you are a tourist guide and write about Azuay to give some advice to the tourists.
- ✓ Walk around the class. Monitor students' work.

## TOURISM

1.- Can you remember the names of these animals? Select the number with the words in the box.

giant tortoises	( 5 )
sea lion	( )
dolphins	( )
pelican	( )
penguins	( )
marine iguanas	( )
blue-feet	( )



## 2.- Read about Tourism in Galapagos Islands and complete the diagram.



### TOURISM IN GALAPAGOS ISLAND

Today, a lot of tourists from all over the world visit the Galapagos Islands. There are many reasons to visit this unique island of the world.

One reason is because Galapagos has different species of giant "Galapagos" tortoises. One of them is nicknamed 'Lonesome George'; he lives at the Charles Darwin Research Station on Santa Cruz Island.

Another reason is that there are varieties of birds such as the following: blue feet, red feet, masked boobies, frigate birds, albatrosses, flamingos, penguins, cormorants, and finches.

Marine mammals, such as, sea lions, dolphins and whales, are multitudinous, as where as colorful fish of all kinds.

In addition, there are two very different types of iguana that can be found in the Galapagos: the Galapagos land iguanas, and the Galapagos marine iguanas.

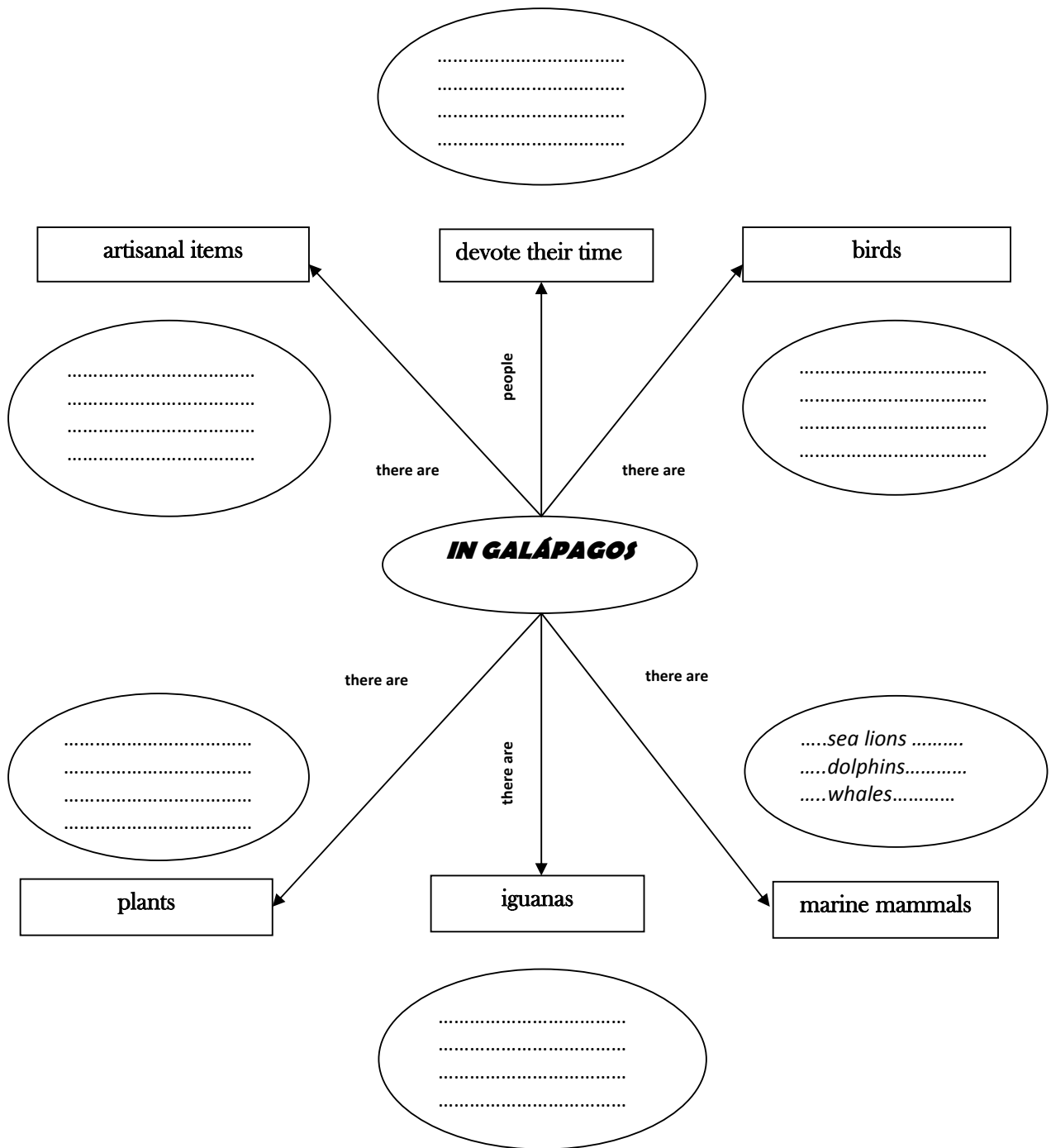
Moreover, the most distinctive plants are passion flowers, cutleaf daisies, palo santos, tree cactus, and lantanas.

The most beautiful artisanal items are sold such as textile prints, bamboo ornaments, sculptures of wood, special roots and bones, ceramics, and prints.

Finally, there are friendly and helpful people on the Island who devote their time to fishing and transporting tourists on boats that are decorated with sea lions carved on the bows.

Scenes of high contrast make up these islands. It is a good idea to visit them because they are unique in the world.







**3.- Look at the pictures and write sentences. Use the plural form**



(**dolphin**) ...*The dolphins live in the sea* .....



(**passion flower**) .....



(**tortoise**) .....



(**penguin**) .....



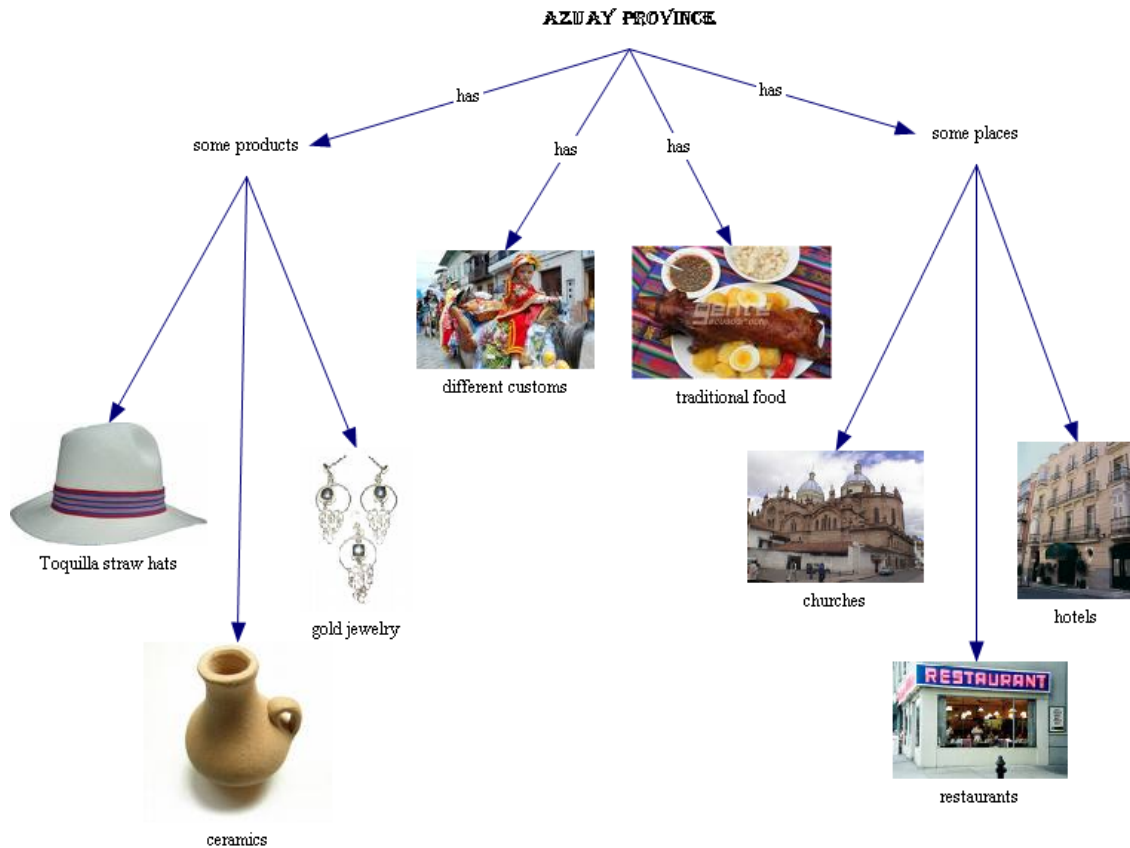
(**boat**) .....



( **bamboo ornament**) .....



**4.- Work in pairs. Imagine that you are a tourist guide and you have to give some advices of the Azuay Province to the tourists in Azuay Province. Use the map and write a short paragraph about it.**



\_\_\_\_\_Azuay province has a significant amount of tourism which generates work for many people. The most appreciated products are the toquilla straw hats,\_\_\_\_\_

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### 3.3 ACTIVITY FOUR: “SAMANTHA’S FAVORITE SPORT”

**Area Practiced:** Simple Present (-s form)

**Skills:** Reading and Writing

**Vocabulary:** Samantha’s favorite sport

**Aim:** \_ To identify the third person singular in order to use verbs correctly by sharing knowledge in groups.

**Group limit:** Four students

**Level:** Seventh level of basic education

**Time:** 60 minutes

**Materials:** Task sheet, pen, board, paper.

**Procedure:**

#### ♠ Reading and completing information

- ✓ Tell students to look at the title of the text and the pictures. Encourage students to read the text silently and complete it with the correct verb from the box.



- ✓ Walk around the class checking the students' work.  
Allow students enough time to read.
- ✓ Check the information in groups.
- ✓ Copy the text on the board and write the answer in the corresponding place.
- ✓ Explain the use of –s in the third person singular in simple the present.

### ♠ **Completing**

- ✓ On the board copy the map with the missing concepts.
- ✓ Demonstrate what students have to do by giving an example.
- ✓ Ask students to do the task.
- ✓ Walk around the class and monitor.
- ✓ Check the task on the board.

### ♠ **Reading and Writing**

- ✓ Read the task instructions. Check understanding.
- ✓ Copy the map on the board. Tell the students to read some sentences from the map; for example:  
Samantha plays basketball.



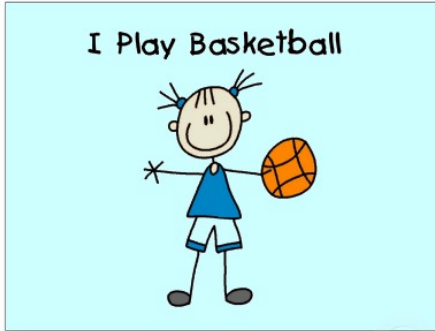
- ✓ Give students enough time to read silently and to write sentences from the task according to the map.
- ✓ Tell students to work in groups to compare the sentences. Then check the task on the board.

### ♠ Writing

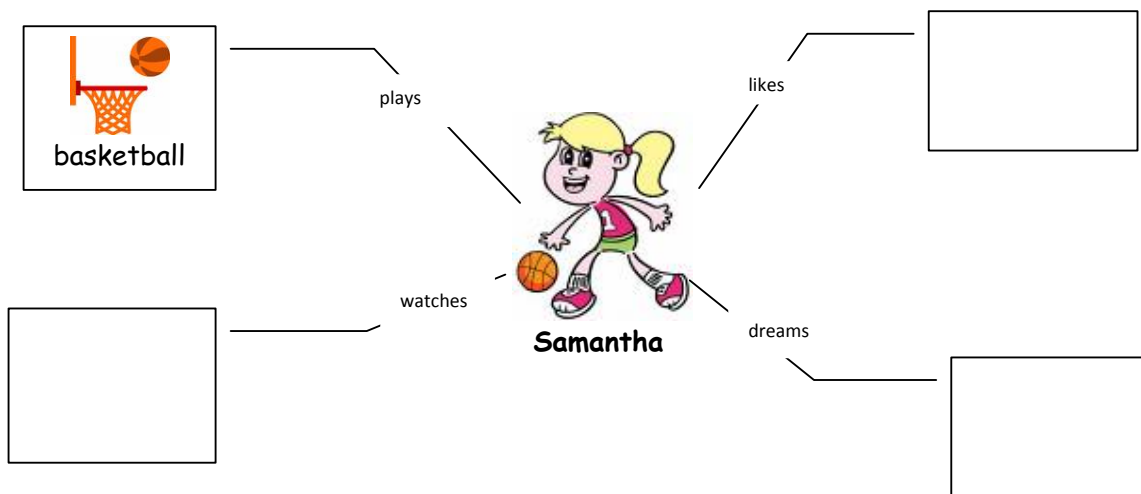
- ✓ Tell students to read the instruction.
- ✓ Point to the map about Samantha on the board.
- ✓ Tell students to write about their favorite friend.
- ✓ Monitor students' work. Help them if it is necessary.

## SAMANTHA'S FAVORITE SPORT

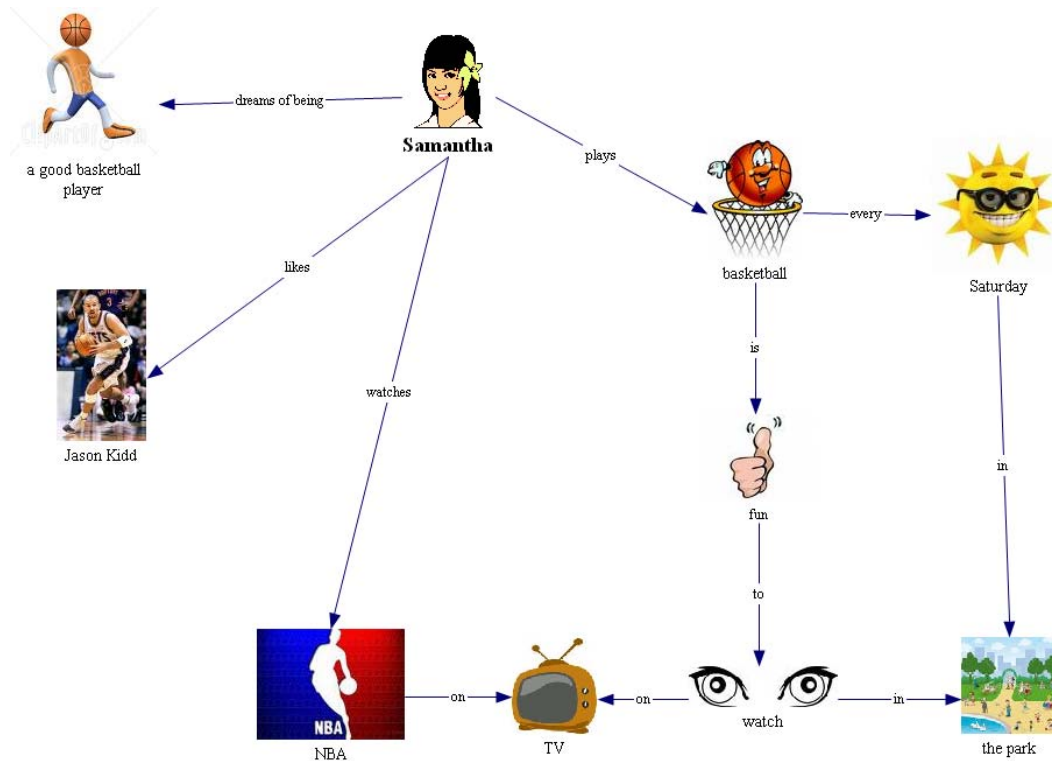
1.- Look at the picture. Read and complete the text. Use the verbs of the box.

<p><b>SAMANTHA'S FAVORITE SPORT</b></p> <p>Samantha's favorite sport is basketball. She <u>loves</u> to play Basketball because it is fun. She _____ it on television, or in the park.</p> <p>She _____ with her friends on Saturday morning in the park.</p> <p>She _____ good progress every day. She _____ watching NBA. Her favorite basketball player is Jason Kidd because he is great.</p> <p>She _____ of being a great basketball player.</p>	<table border="1"> <tr> <td>watches</td> <td>plays</td> <td>loves</td> </tr> <tr> <td>likes</td> <td>dreams</td> <td>makes</td> </tr> </table> 	watches	plays	loves	likes	dreams	makes
watches	plays	loves					
likes	dreams	makes					

2.- Complete the map by using some concepts.



### 3.- Read the Concept Map and write sentences in the simple present.



1. \_\_\_\_\_ *Samantha plays basketball every Saturday* \_\_\_\_\_.
2. Basketball is \_\_\_\_\_.
3. She \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.
7. \_\_\_\_\_.

### 4.- Write a short paragraph about your friend's favorite sport. Write in simple present.

\_\_\_\_ *Carlos is my best friend. His favorite sport is* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



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### 3.4 ACTIVITY FIVE: "MY DAY"

**Area Practiced:** by / on /at

**Skills:** Reading and Writing

**Vocabulary:** My Day

**Aim:** \_ To review and personalize the target vocabulary and structures: by / on / at

**Group limit:** Two students

**Level:** Seventh Level of Basic Education

**Time:** 60 minutes

**Materials:** Blank paper, pencils, butcher paper, scissors, colored pencils, magazines, board, copy of the worksheets, sheets with drawings.

#### **Procedure:**

##### **♠ Reading for detail information**

- ✓ Distribute worksheets to each child.
- ✓ Have students read the paragraphs and predict what they have to do.





- ✓ Focus students' attention on the example. Say: "Look at the example: Diana gets up at 6:45".
- ✓ Read again. Stop after each sentence.
- ✓ Check the answers orally. Say: "What time does Diana get up?" Copy the times on the board.
- ✓ Give students enough time to read silently and complete the task.
- ✓ Monitor the students' work.
- ✓ Tell students to compare their answers with a partner. Then check the task on the board.

#### ♠ Reading and labeling information.

- ✓ Check the use of by/on/at.
- ✓ Tell students to look at the pictures and identify the names of the transportation that each person uses to go to school.
- ✓ Demonstrate the task with an example. Read the first part of the text again and point to the line. Say: "Write the student's name".
- ✓ Check the task orally. Point to the pictures and say: "Tell me her name".



## ♠ Writing

- ✓ Divide the class into pairs. Have students look at the pictures about some people.
- ✓ Read the task instructions and check understanding.
- ✓ Point to the times on the board and say: "Pamela gets up at 10:15. She goes to the hospital by taxi".
- ✓ Have students write short paragraphs by using the pictures. One child says the sentences and the other one records the sentences on the worksheets.
- ✓ Walk around the class and monitor.

## ♠ Labeling

- ✓ Copy the chart on the board. Say the phrases one by one. Ask students to say the phrases.
- ✓ Demonstrate the task with an example.
- ✓ Tell students to complete the map using the necessary words.
- ✓ Monitor students work. Help them when necessary.
- ✓ Ask students to check their answers in pairs. Say: "Compare your answer with your partner".
- ✓ Draw the map on the board and check the answers with the students.



### ♠ Constructing a map

- ✓ Organize the students into pairs to do the task.
- ✓ Copy the students' brainstorming on the board.
- ✓ Bring a student to the front of the class and ask him/her to read the text aloud.
- ✓ Have students compare their brainstorming with the real text.
- ✓ Write a chart on the board and ask students to give some concepts and linking words that will be used to construct the map.
- ✓ Help students to construct the concept map by using the concepts and linking words they have selected.
- ✓ Walk around the class and monitor students' work.
- ✓ Give enough time to do the activity.



## MY DAY

1.- Read about Diana, Nancy and Gladys. Write the times.

Hello. I am Diana. I get up at six forty-five. I go to school by bus.	Hello. I am Nancy. I get up at six o'clock. I walk to school.	Hello. I am Gladys. I get up at six thirty. I go to school by car.
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Diana gets up at 6:45.

Nancy gets up \_\_\_\_\_

Gladys gets up \_\_\_\_\_

2.- Read again. Write the student's name under the pictures.

She goes to school by car.



\_\_\_\_\_

She goes to school by bus.



\_\_\_\_\_

She walks to school.



\_\_\_\_\_

3.- Write about some people. Use the pictures as a guide.

Example:



10:15



hospital



taxi

Pamela gets up at \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



8:00



house



horse

---

---

---

---



12:08



church



bike

---

---

---

---



2:50



Paris



plane

---

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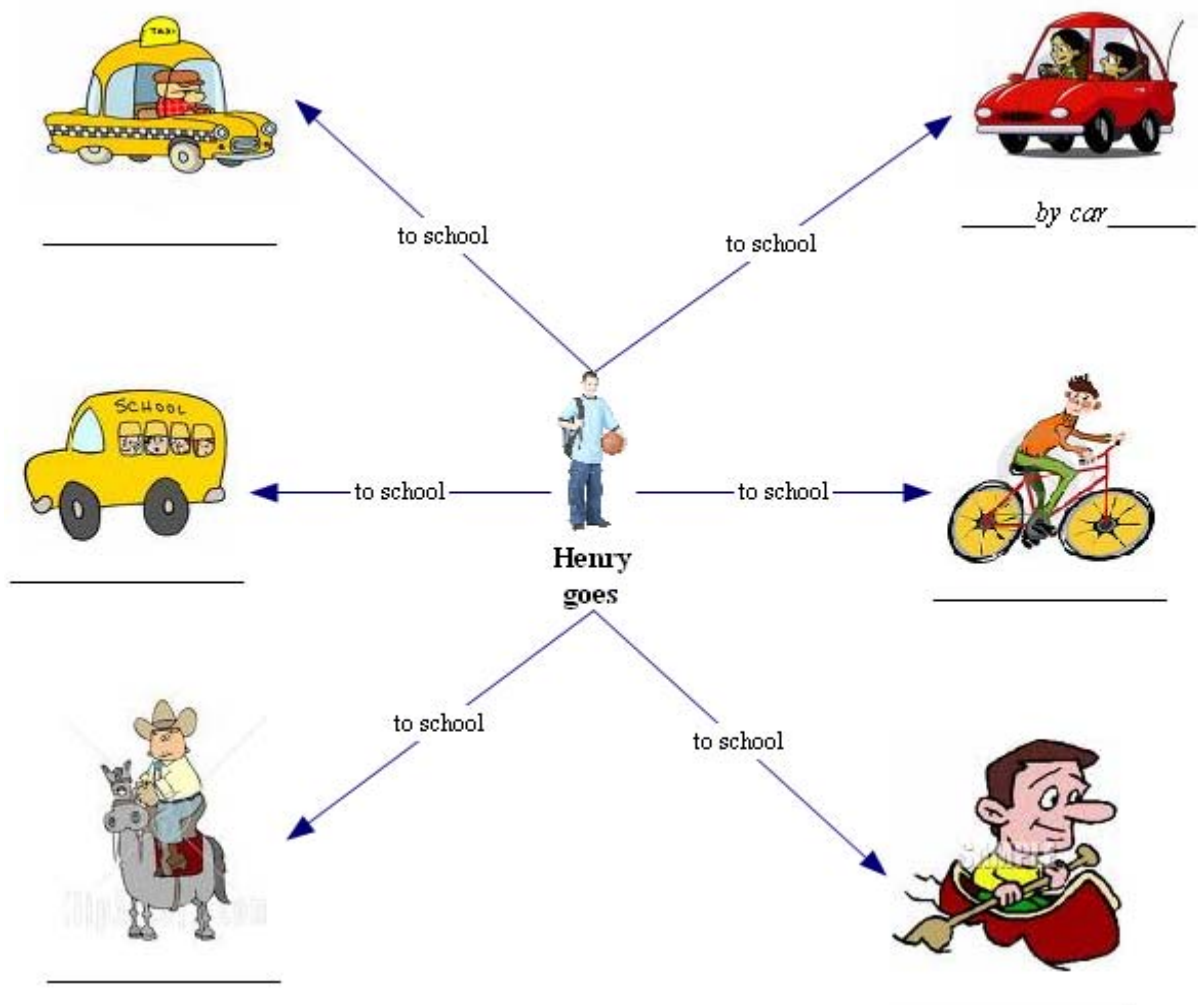
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**4.- Complete the map with the words from the box.**

by bike	by car
by bus	by canoe
by taxi	on a horse



**5.- Read Danny's Scholl Day and complete the concept map. If you want you can use the following concepts and linking words.**



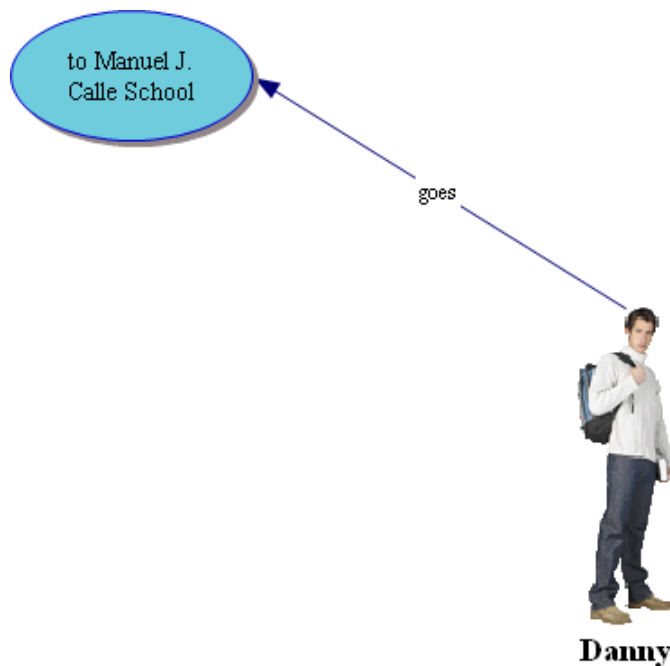
### DANNY'S SCHOOL DAY

Danny goes to the Manuel J. Calle School. He gets up at six o'clock. He leaves home at six thirty. He goes to school by bus. He starts school at seven fifteen and finishes at twelve forty five. He gets home at one thirty.

Danny likes English. It is his favorite subject. He does his English homework in the afternoon.



Concepts	Linking words
Manuel J. Calle school	goes
at six o'clock	gets up
six thirty	leaves
_____	_____
_____	_____
_____	_____





---

### 3.5 ACTIVITY SIX: "SNOW WHITE"

**Area Practiced:** Correct Position of Adjectives

**Skills:** Reading and Writing

**Vocabulary:** "Snow White"

**Aim:** \_ To emphasize the target vocabulary and structures by using the correct position of adjectives.

\_ To read and understand a story.

**Group limit:** Two students

**Level:** Seventh Level

**Time:** 60 minutes

**Materials:** Blank paper, pencils, butcher paper, scissors,

colored pencils, magazines, board, copy of the worksheets, sheets with drawings.

**Procedure:**

♠ Reading and labeling






- ✓ Select a student through a rhyme to be read in the first sentence. The same procedure is used until finishing all the sentences from the story: for example; *Icka bicka soda cracker, Icka bicka boo; Icka bicka soda cracker, out goes Y-O-U*: read the first sentence of the story. And so on.
- ✓ Use gestures and mime to guess the meaning of the missing adjectives of the story.
- ✓ Write on the board the adjectives; the student has to choose which one goes in the blanks correctly.
- ✓ Give students ten minutes to do the task.
- ✓ Monitor students' work by helping them if necessary.

### ♠ Matching

- ✓ Tell students to look at the instruction and explain to them the correct position of the adjective to carry out the activity.
- ✓ Give a letter to each column. Say: "The first column is going to be "A" and the other is "B"."
- ✓ Ask students "A" to read the adjective and students "B" TO say the correct name of the picture according TO the adjective. Example: students "A": *an evil person*. Students "B": *queen*. And so on.
- ✓ Give students five minutes to match the task.



## ♠ Writing

- ✓ Prepare the students for the activity.
- ✓ Remind students of the meaning of concept and linking words. Explain that concept is the word we use to mean some kind of object or event “picture”; example:  
lion . Otherwise, the linking word has a special meaning that we cannot bring to our minds; for example: is / are.
- ✓ Write a chart on the board with the words: concept / linking word.
- ✓ Have students stand in two lines, facing the board. Whisper a word to one student at the front of each line, such as *cottage*. The student then whispers the same word to another student behind him / her, and so on. The last student in each line runs to the front and writes the word in the correct position on the chart. Continue the activity until all the words have been written on the board.
- ✓ Give them enough time to complete the chart on their worksheets.

## ♠ Sequencing



- ✓ Hand out one copy of the activity to each pair.
- ✓ Give students some pictures about the story.
- ✓ Have students cut up the frames, mix them, and put them face down in a pile.
- ✓ Have students paste the pictures by giving a sequence to make a sentence using a linking word.
- ✓ Write sentences using the pictures and the linking word.
- ✓ Monitor students' work.

### ♠ **Completing a Map**

- ✓ Draw the students' attention to cue words and drawings.
- ✓ Ask them which are concepts and which are linking words.
- ✓ Tell them to write the words on the map according to "Snow White" correctly.
- ✓ Cut out the drawings and decide which one is in the right place. Paste them.
- ✓ Use the opportunity to introduce the map of "Snow White" in the following way: The teacher says: *Snow White has .....* Students answer: *an evil*



---

*stepmother*. In this way, go ahead until you finish the concept map.

- ✓ In the meantime, play some kind of music, and when you stop the CD students should change roles with the teacher.
- ✓ Emphasize the correct pronunciation.
- ✓ Display the teacher's map to compare it with the students' maps.
- ✓ Organize the students into groups and let them compare their work.
- ✓ Monitor and give feedback on their performance.

## "SNOW WHITE"

### 1.- Complete the text with the adjectives in the box.

handsome lovely poisoned peasant beautiful wicked little big beautiful evil



### "SNOW WHITE"

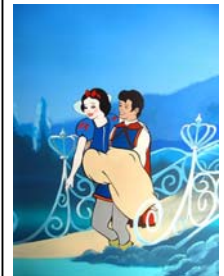
Once upon a time there lived a very evil queen who had a \_\_\_\_\_ stepdaughter called Snow White. One day the queen asked her magic mirror to tell her if she was the most beautiful person in the land. The mirror said that Snow White was more beautiful than the queen.

The queen decided to kill Snow White. Snow White ran away into the \_\_\_\_\_ forest. She found a little cottage.

The cottage belonged to seven \_\_\_\_\_ men. When the seven little men came home, Snow White had made some tea for them.

Sometime later the \_\_\_\_\_ queen asked the magic mirror about her beauty. Then the mirror said that Snow White was the most \_\_\_\_\_ in the world because Snow White was still alive. The queen got angry and decided to kill her. So, she disguised herself as a \_\_\_\_\_ woman and tricked Snow White into eating a \_\_\_\_\_ apple.

Snow white ate the poisoned apple and fell into a deep sleep. Suddenly, a \_\_\_\_\_ prince came and woke her up with a \_\_\_\_\_ kiss.



**2.- Look at the pictures and match correctly.**

**A handsome**



**queen**

**A lovely**



**Snow White**

**A beautiful**



**prince**

**A little**



**mirror**

**A magic**



**man**

**An evil**



**kiss**



**3.- Read these words and label them in the correct place.**

is	cottage	little men	a
kiss	apple	that	stepmother
tea	when	mirror	in

**Linking words**

\_\_\_\_\_ *is* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Concepts**

\_\_\_\_\_ *cottage* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4.- Cut some pictures and paste them according to the linking word to form sentences.**



is



.....Snow White is happy.....



are



.....



is

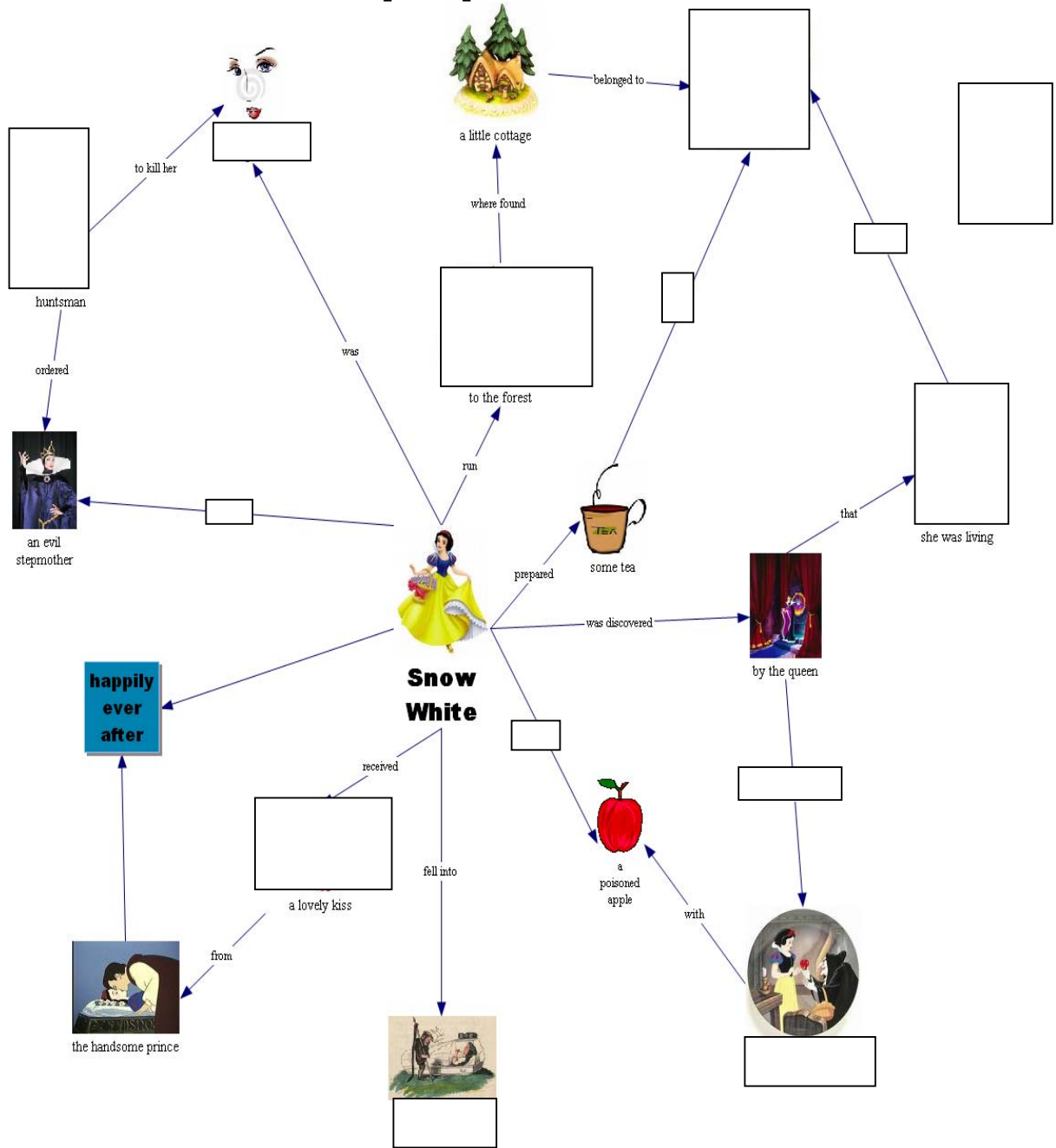


.....





## 5. - Let's construct a concept map







### 3.6 ACTIVITY SEVEN: “CINDERELLA”

**Area Practiced:** Differences between irregular and regular verbs in the Simple Past.

**Skill:** Reading and Writing.

**Vocabulary:** “Cinderella”

**Aim:** To encourage students by using the verbs in the Simple Past.

To write and understand passages about exciting moments in “Cinderella”

**Group Limit:** Four students.

**Level:** Seventh level of school.

**Time:** 60 minutes.

**Materials:** Pencil, board, eraser, photocopies.

**Procedure:**

#### ♠ Getting started

- ✓ Story Map: Display the large concept map about “Cinderella” (see materials at annexes).
- ✓ Encourage students to give some ideas about “Cinderella”: Was Cinderella happy? Does Cinderella have a mother? How many little men are around Cinderella?



- ✓ Divide the class into two groups, A and B.
- ✓ Then direct their attention to the sentences that are at the left of the board.
- ✓ Group A and B have to paste the sentences below the pictures on the map correctly.
- ✓ Check the exercises with the whole class and correct them.
- ✓ Ask students to transfer the sentences from the map story onto their worksheets.
- ✓ Monitor and give feedback on their performance.

### ♠ Vocabulary practice

- ✓ Write verbs on the board and tell one student to come up and mime an action. Ask the student who guesses correctly to come up and mime another action.
- ✓ Use the board to illustrate the differences between regular and irregular verbs. Include more examples. Give some cues and ask students to come and write the verb in the past form.
- ✓ Show students flashcards about “Cinderella”. (See the annexes). Then tape them on the board.



- ✓ In the meantime, write on the board five verbs in the past form. One of them will match the correct picture.
- ✓ Monitor and give feedback.

### ♠Writing

- ✓ Prepare students for the activity by writing the characters of “Cinderella” on the board.
- ✓ Ask students to relate the verbs they have learned with the characters. Give some sample sentences they could write. Example: The prince *kissed* Cinderella.
- ✓ Remind them that they should use as many of their own words as they can.
- ✓ Students should carry out the activity in pairs.
- ✓ Monitor pairs to see if a whole-class check is necessary.

### ♠Reading

- ✓ Ask students to stand in a circle with the pictures (see materials in the annexes) from the story “Cinderella”
- ✓ Give the worksheet with the unscrambled sentences.



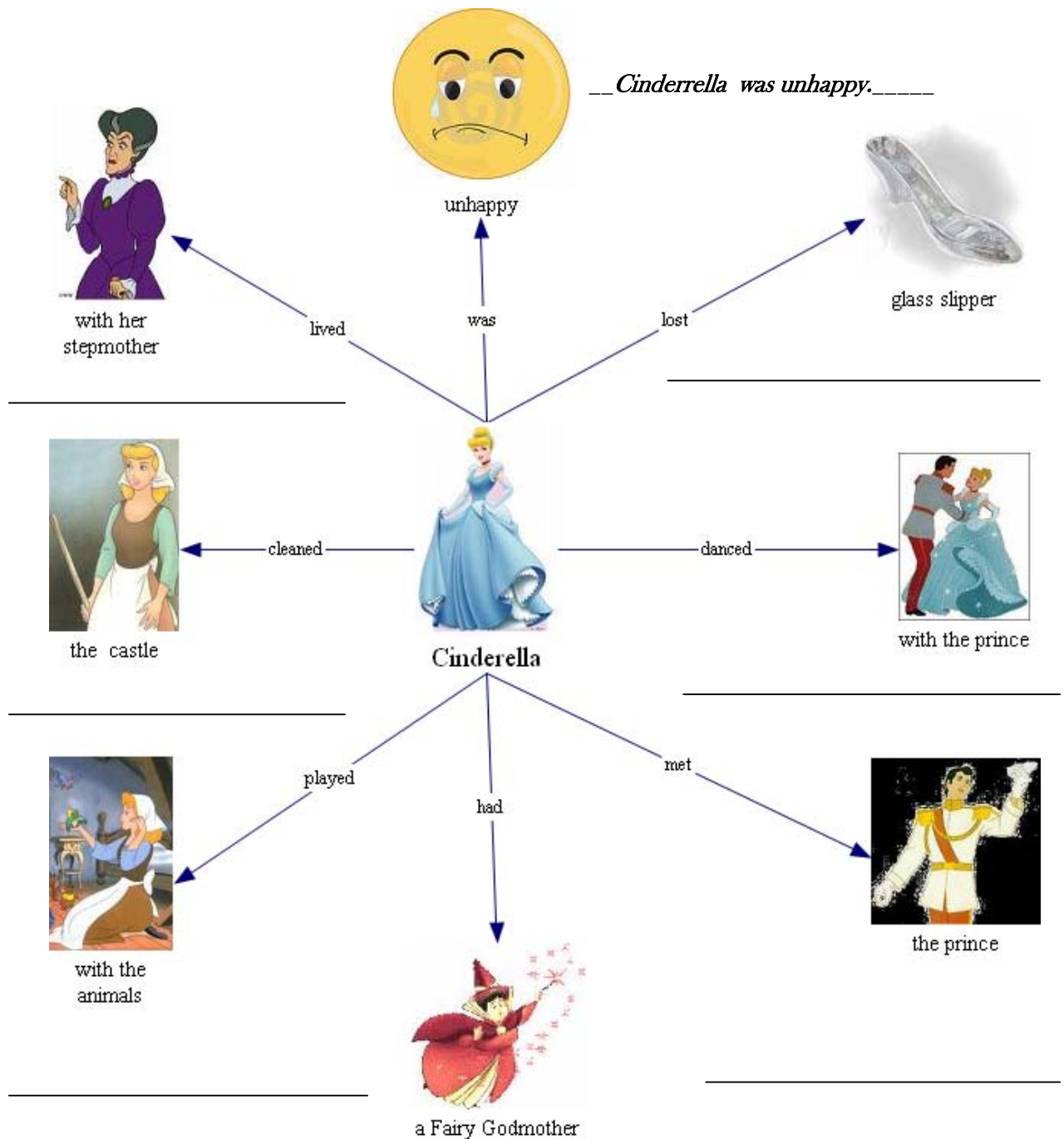
- ✓ Lead one student in tapping a balloon to another student and describe the scene in the picture: “She worked very hard every day”. And so on.
- ✓ Now ask students to concentrate on the sentences that are on the worksheets.
- ✓ Use examples to demonstrate the task.
- ✓ Make sure students write their answers with numbers, not words. This is faster and probably what they would do in real life.
- ✓ Have students work individually.
- ✓ Monitor and give feedback on their performance.

### ♠ Making Notes

- ✓ Read the task instructions and check understanding.  
Say: “Look at your map in Activity One again”.
- ✓ Put the students in two pairs. Point at student A and say: “Read the first sentence of the map”. Point at student B and say: “Make notes on what your partner has said”.
- ✓ Give the students enough time to do the task.
- ✓ Monitor and give feedback.

## "CINDERELLA"

### 1.- Make sentences using these regular and irregular verbs.





**2.- Look at the pictures and write the actions in past form.**



talk

*talked*



dance



think



find



clean



kiss

**3.- Write the sentences in the past form and use the verbs from activity two. The first one has been done as an example for you.**

1.- *The fairy Godmother talked with Cinderella about the party in the Prince's Palace.*

2.- \_\_\_\_\_

3.- \_\_\_\_\_

4.- \_\_\_\_\_

5.- \_\_\_\_\_

6.- \_\_\_\_\_

### 3.-Identify the pictures and put the sentences in order.



\_\_\_\_\_ She worked very hard everyday.

\_\_\_\_\_ The prince found Cinderella, the owner of the glass slipper.

\_\_\_\_\_ Fairy dressed up as a beautiful girl.

\_\_\_\_\_ Cinderella lost her glass slipper.

\_\_\_\_\_ Cinderella lived with the prince happily ever after.

\_\_\_\_\_ Fairy went to the prince's party.

\_\_\_\_\_ Cinderella met the prince and danced all night.

\_\_\_ **1** \_\_\_ Cinderella was an unhappy girl who lived with her stepmother  
and stepsisters.

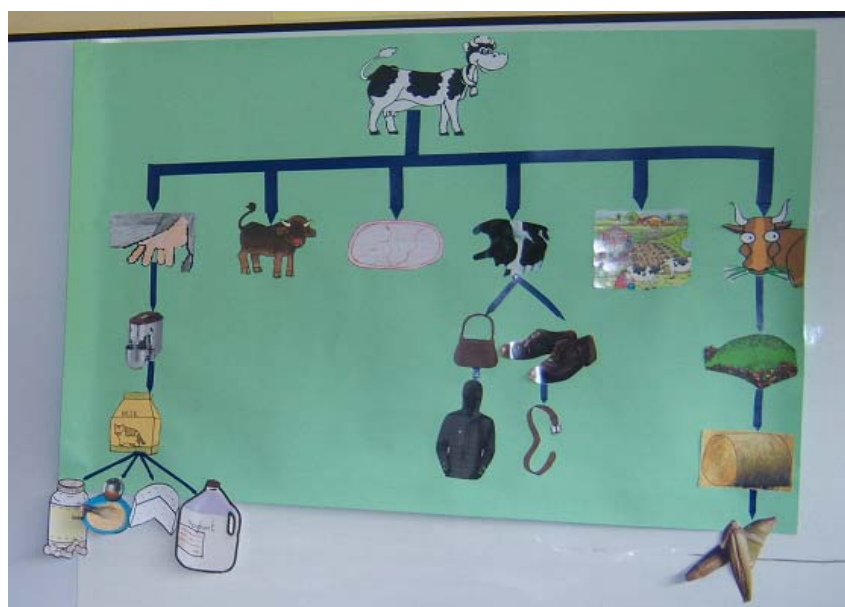
\_\_\_\_\_ The prince looked for the owner of the glass slipper.







# CHAPTER IV





## CHAPTER IV

### APPLICATION OF THE DIDACTIC GUIDE

#### 4.1 CONTEXTUALIZATION

The “Francisco Astudillo” Elementary School is a public educational institution, which is located in the parish of Turi, at Tres Marias Street in the city of Cuenca. The mentioned Elementary School has a vespertine section. Its students come from a middle level of society. This institution has one hundred and forty three students. This institution has contributed to the growth of the province of Azuay, educating children from Cuenca and helping to place them eventually in important positions in Ecuadorian social and cultural life.





In “Francisco Astudillo” Elementary School the Constructivism Pedagogical Theory is the underlying theory of the School Curriculum in all subjects except English. As a result, students construct their own learning through their own experience of the world. Students are considered to be the center of the teaching-learning process, and the teachers are the facilitators. The Meaningful Learning Theory of Ausubel embraces classroom methodology. According to this theory, meaningful learning occurs when the new information is “connected” with a relevant concept which has already been in the cognitive structure.

But in the area of English there is a lack of didactic resources and other materials; therefore, students participate, but not actively, because they do not have enough materials to cover their needs. Children never explore different ways to practice the new language through games, songs, or stories.



For these reasons, we propose the use of concept maps to develop a teaching – learning process in a meaningful way in the area of English.

The importance of this investigation lies in the way of presenting new ideas based on concept maps. As we have seen, concept maps represent relationships among ideas, images or words, in which each word or phrase is connected to the original idea. In general terms, a concept map helps students to see how individual ideas form a larger whole.



In fact, the purpose of this work is to facilitate the process of reading and writing for students in an English class. Applying Concept Maps in the teaching of English requires

that our students be able to relate and write clearly about a topic in discussion, so they can express their opinions, ideas, agreements, and disagreements, and so forth; not only in their native language, but also in the foreign language. It is common knowledge that students not only learn from what they hear or read but from what they see around them. Thus, concept maps will allow English classes to be active and children will be motivated to develop their competence in handling new information.



## 4.2. THE PLANNING PROCESS

We worked in “Francisco Astudillo” Elementary School with the group of seventh level of basic education with nine



boys and fourteen girls, whose ages ranged from ten to twelve years. We applied one activity of our didactic guide on them, and we dedicated four sessions to develop the project.

The school belongs to a rural area where children have pigs, ducks, chickens, cows, and rabbits on their farms. However, they know little about the cow. Thus we decided to use the concept map to teach about the cow.

In the process of the adaptation of our investigative work to this school, we started by addressing the replacement of words by pictures in the construction of the maps. Replacing concepts with pictures seemed more suitable than using real objects. It was important for the group to understand that the map was a representation of ideas. We tried to make sure that the child read the symbolic meaning of the object instead of focusing on the object itself. Also, we were careful not to impose meaning on any picture and only to negotiate with the children about what was being represented in each one.





Having worked with a schematic representation of the children some time before, we knew that our group understood the meaning of arrows and that the position in which an image stood in relation to another could have a meaning. Therefore, we decided to use arrows to represent the relationships between concepts. In addition, no linking words were used. Instead, meaning was attached to questions: What does the cow eat?, Where does the cow live?, What does the cow give us?, and so forth.

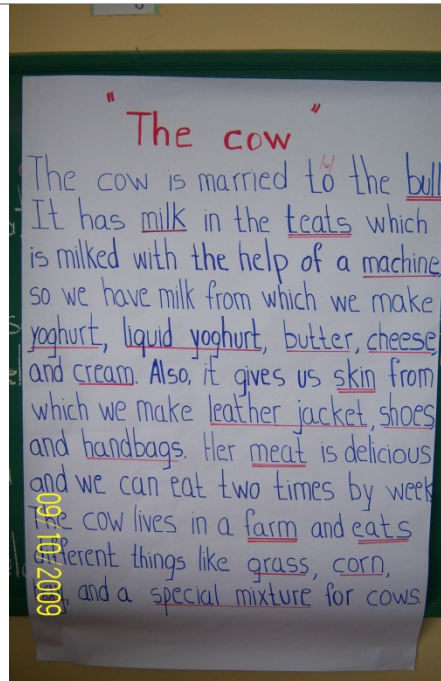
### 4.3. THE TEACHING PROCESS

To introduce the topic, we had a first discussion about the animals from the farm and what they give us. The cow came up in the conversation.



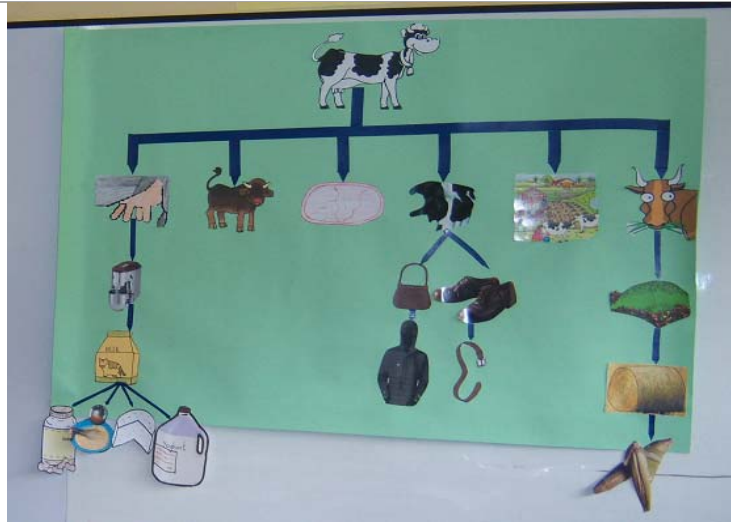
Then we asked students to give some ideas about the things they know about the cow. After that, students read a story about the cow in order to select the principal concepts they would use to construct a map.





At this time, we started to negotiate the position of underlined words that are replaced by the pictures for organizing these ideas about the cow.

After they had expressed their ideas, we formed groups of four to build a concept map. So, each group reflected the changes that occurred in the children's ideas.



*The wall group map (final version)*

At the end, our map (final version) had nineteen related concepts about the cow, organized in six levels. It could be read in the following way:

### **The cow:**

- a. *has* milk in the teats which is milked with the help of a machine, so we have milk from which we make yoghurt, liquid yoghurt, butter, cheese, and cream.
- b. *mate is* the bull.
- c. *gives* us meat.
- d. *gives* us skin from which we make leather jackets, shoes, and handbags.



e. *lives* on a farm.

f. *eats* different things such as grass, corn, hay and a special mixture for cows.

#### 4.4. THE ASSESSMENT PROCESS

During the sessions, we implemented three assessment procedures for the children’s learning. First, we started with a task for organizing sixteen pictures about the cow. We introduced some ideas whereby the children knew that the cow gives us meat, for example. Then, the children had to place the images they chose in an empty structure to form a map in the classroom.



*An example from the first moment of assessment: a map built on structure.*

A second moment of assessment was based on an individual reading with four children present in front of the classroom. Each child had to answer this question: "What do we know about the cow?". One of the children was able to read in a sequential way saying, *"The cow gives us milk from which we make yoghurt, cream, and cheese"*, and *"we can make jackets from leather that comes from the cow"*. Another child identified what the cow eats and said that it gives us meat. The third child only made reference to the cow's shed. The last child talked about the cow's mate.



*Each student had to read the map to the whole class.*

In the third moment, a color sheet with the image of the cow and sixteen pictures of the concepts were given to the



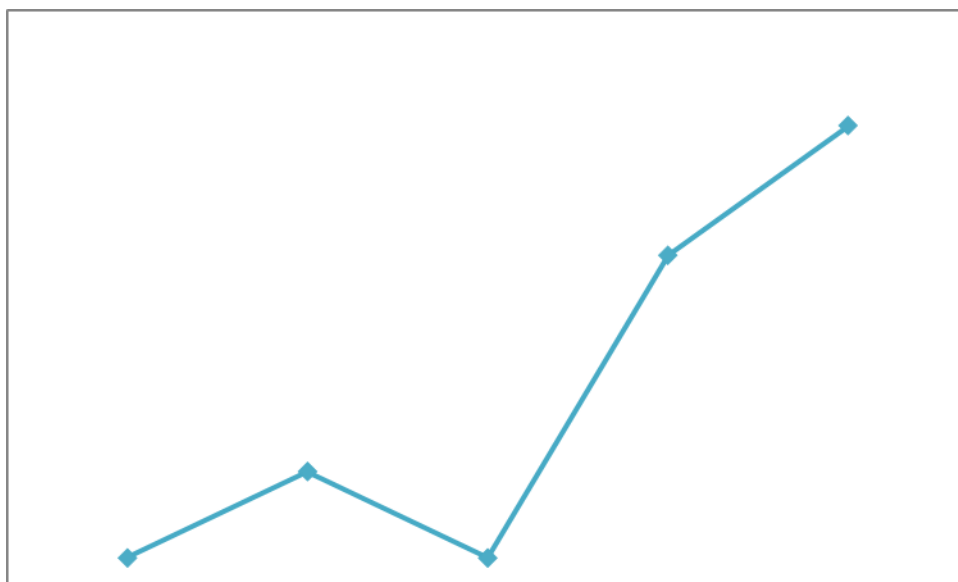
children. All the students were able to place relevant images on the map. A few children missed some concepts about the cow. The group drew arrows that linked different concepts and represented the correct hierarchical relationship between concepts. The students' concept maps stayed on the board in this way:



*Examples of maps that were built by the students.*



# CHAPTER V







## **CHAPTER V**

### **FIELD RESEARCH**

#### **5.1 FIELD RESEARCH**

This chapter will show the methods that we applied in the “Francisco Astudillo” Elementary School on children of the seventh level of basic education who helped us to prove that concept maps are an important tool to carry out reading and writing skills.

This research was done with twenty three students who at the beginning of the project acted most of the time as receivers of information. They could not express their ideas on a sheet of paper in a natural way in the foreign language. But during the project, students learned that English would be taught in a fun way. Each child worked with different students and shared their ideas among themselves and with the teacher.



This research project showed evidence of the children’s ability to understand the concept of inclusion and hierarchy and the students’ ability to make propositions. Therefore, we could see concept maps as a useful instructional tool even to carry out reading and writing activities in a foreign class. The concept map had also proven to be a valuable assessment instrument because the students were showing their understanding of the concepts learned with respect to the topic. The collaborative work and the way that the children externalized their ideas was another positive aspect of using concept maps. This research project can be applied to teaching English in any school. There are many possibilities of using concept maps in school settings.

During this research, we took into consideration some important aspects such as whether or not students like concept maps in their classes; it was one of the most important questions to ask concerning the use of this methodology. Students had to choose if they liked or did not like to create concept maps. All questions were related to the application of the concept map in the classroom and the





advantages to each student concerning knowledge of the subject.

After checking the questionnaires, we got valuable information given by students of the seventh level of basic education of the “Francisco Astudillo” Elementary School who were surveyed. This questionnaire was elaborated in order to know how important the concept map could be in an English class with respect to developing reading and writing skills, and how each teacher can innovate the teaching – learning process by creating a fun class in which all students can participate.

## 5.2 QUESTIONNAIRE FOR CONCEPT MAPS

### 1. Do you like the use of concept maps in your English Class?

Yes ☐

No ☐

A little ☐



---

**2.The construction of concept maps in your English Class was**

- Difficult ☐
- Very difficult ☐
- Easy ☐
- Very easy ☐

**3.Did you understand the topic when the teacher used the concept map?**

- Yes ☐
- No ☐
- A Little ☐

**4.What did you like about concept maps?**

- a. The use of pictures as concepts. ☐
- b. The ability to understand a theme. ☐
- c. The way to share with a partner or a whole class. ☐
- d. The way to develop new ideas. ☐
- e. Other. ☐

**5.What skill did you use more in your English class at the moment you used the concept maps?**

- Listening ☐
- Speaking ☐
- Writing ☐
- Reading ☐



**6.How interesting was your English class while using concept maps?**

Fun ☐

Boring ☐

Confusing ☐

**7.Would you like your teacher to use concept maps in the English classes?**

Yes ☐

No ☐

Sometimes ☐

### 5.3 ANALYSIS OF THE QUESTIONNAIRE

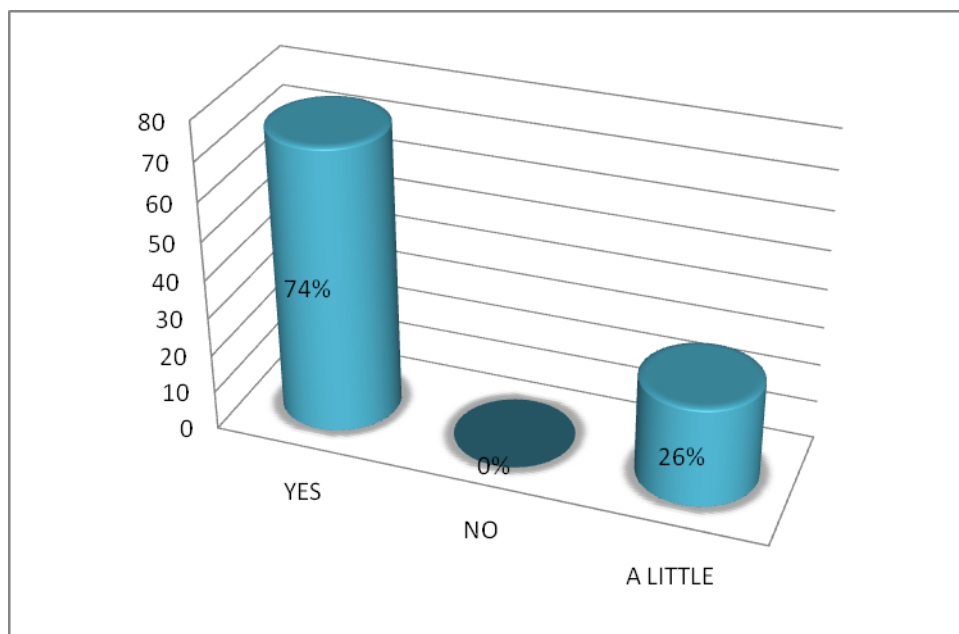
#### 1.- Do you like the use of concept maps in your English Class?

##### CHART N|1

SAMPLE	ITEM	ANSWER	%
23	YES	17	74
	NO	0	0
	A LITTLE	6	26
TOTAL		23	100



## GRAPHIC N|1



Of the twenty three surveyed students, 74% of them liked the use of the concept maps in an English class; 26% of the surveyed students liked the use of concept maps a little; and nobody answered in a negative form.

The conclusion of this survey was that many of the students prefer using concept maps in their class.



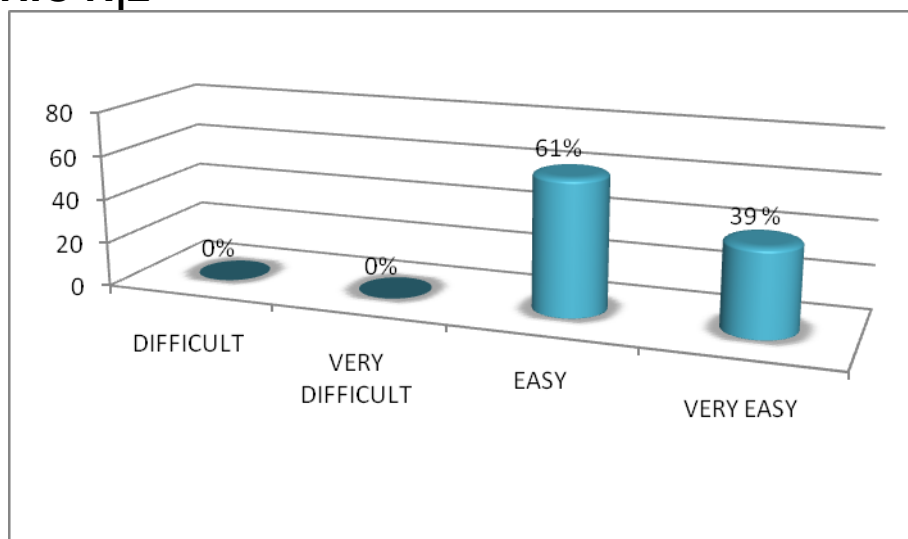
## 2.- The construction of concept maps in your English

Class was...

### CHART N|2

SAMPLE	ITEM	ANSWER	%
23	DIFFICULT	0	0
	VERY DIFFICULT	0	0
	EASY	14	61
	VERY EASY	9	39
<b>TOTAL</b>		<b>23</b>	<b>100</b>

### GRAPHIC N|2





We can see that 61% of the students said that the construction of a map is easy; and 39% said that the construction of a map is very easy in an English class.

In conclusion, we can see that the construction of a map is very simple. Children can get the idea of a topic and share it with their partners.

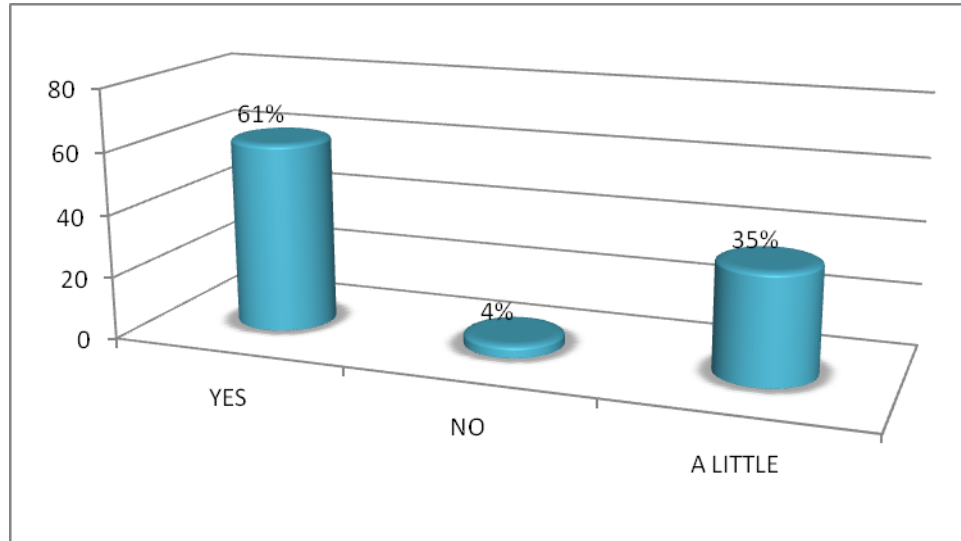
### 3.- Did you understand the topic when the teacher used the concept map?

**CHART N|3**

<b>SAMPLE</b>	<b>ITEM</b>	<b>ANSWER</b>	<b>%</b>
<b>23</b>	YES	14	61
	NO	1	4
	A LITTLE	8	35
<b>TOTAL</b>		<b>23</b>	<b>100</b>



## GRAPHIC N|3



In this survey we can realize that 61% of the children understood the topic without any difficulty; and 35% of them understood the topic a little; only 4% of them did not understand the topic.

In conclusion, we can notice that the students can get the message of any topic by using concept maps. At the same time they can retain what they have learned for a long time.

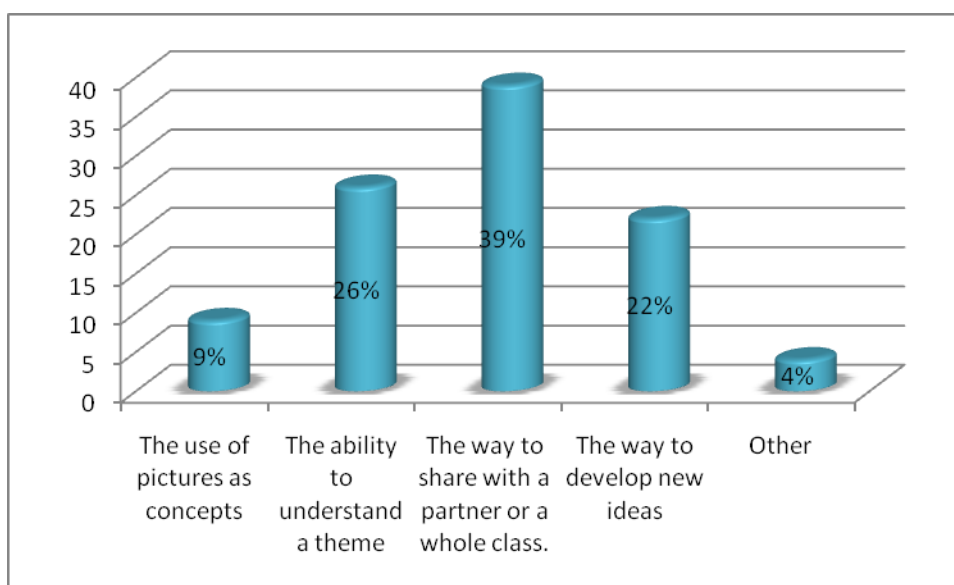


#### 4.- What do you like about concept maps?

CHART N|4

SAMPLE	ITEM	ANSWER	%
23	The use of pictures as concepts	2	9
	The ability to understand a theme	6	26
	The way to share with a partner or a whole class.	9	39
	The way to develop new ideas	5	22
	Other	1	4
TOTAL		23	100

GRAPHIC N|4







There were 5 different answers from 23 surveyed students in relation to this item. We have classified them in this way: 39% of students answered that they liked to share with a partner because they could carry out their brainstorming according to a theme for the construction of a map; 26% answered that they prefer the maps to other ways for developing the ability to understand a theme; 22% used the maps as a way to develop new ideas; 9% of students liked to use the concept map because they could see the pictures as concepts, and 4% of the students answered that they liked concept maps for other reasons.

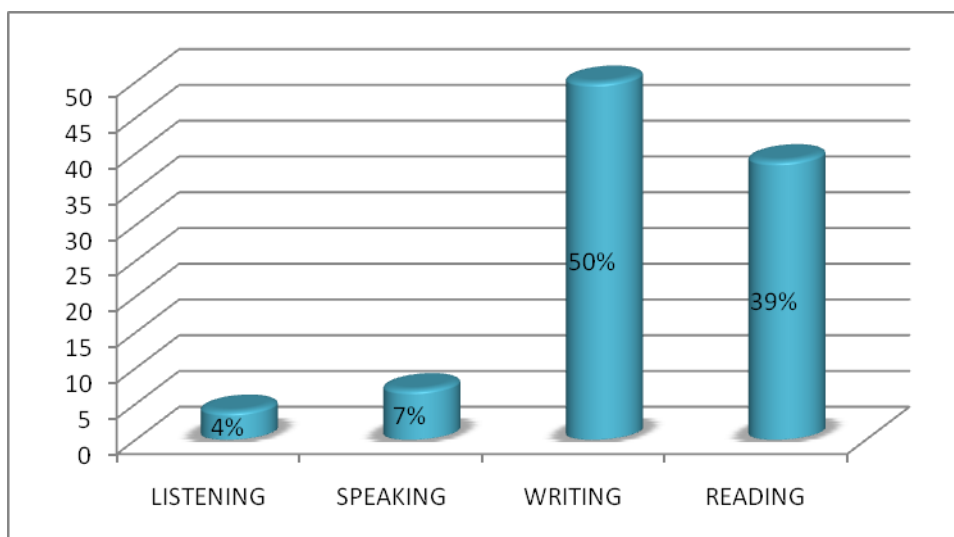
### 5.-What skill did you use more in your English class at the moment you used the concept maps?

**CHART N|5**

<b>SAMPLE</b>	<b>ITEM</b>	<b>ANSWER</b>	<b>%</b>
<b>23</b>	LISTENING	2	4
	SPEAKING	3	7
	WRITING	23	50
	READING	18	39
<b>TOTAL</b>		<b>46</b>	<b>100</b>



## GRAPHIC N|5



In this multiple choice question, students had to choose two answers from all possibilities because we wanted to know what skills they could improve by applying concept maps.

Of the 46 students' answers, we got the following answers about what skills they used more in the English class at the moment of employing a concept map. We have classified these answers in this way: 50% emphasized that they use the writing skill; 39% affirmed that they use the reading skill; 4% said they used the listening skill and 7% stressed that they used the speaking skill.



In conclusion, we can realize that our propose of using concept maps to carry out reading and writing skills was successfully fulfilled because we can see how they increase student’s interest at the moment of reading a topic through the brainstorming that each of them had to demonstrate to the teacher. Students realized that it was easy to read any topic and also to write about what they had read.

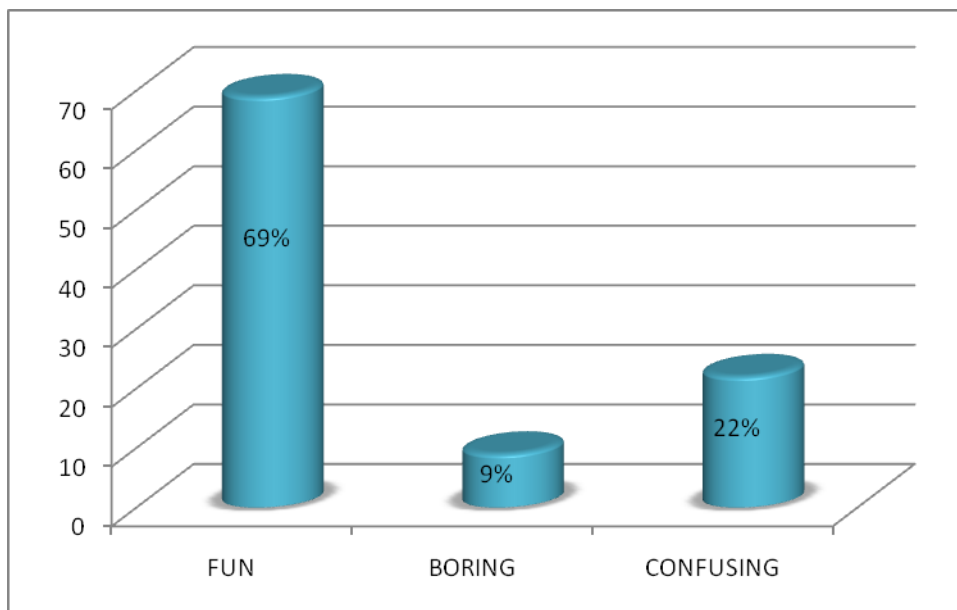
## 6.-How interesting was your English class while using concept maps?

**CHART N|6**

<b>SAMPLE</b>	<b>ITEM</b>	<b>ANSWER</b>	<b>%</b>
<b>23</b>	FUN	16	69
	BORING	2	9
	CONFUSING	5	22
<b>TOTAL</b>		<b>23</b>	<b>100</b>



## GRAPHIC N|6



In this item, “how interesting was your English class while using concept maps”? 23 surveyed students answered the following: 69% of the class said it was fun; meanwhile 22% of the class said it was confusing; 9% of the class said it was boring.

In conclusion, the use of concept maps for children is a fun way to learn a foreign language. Students can improve their knowledge by using this methodology not only to learn in a new context, but to emphasize facts about real life, fantasy, and the whole world.

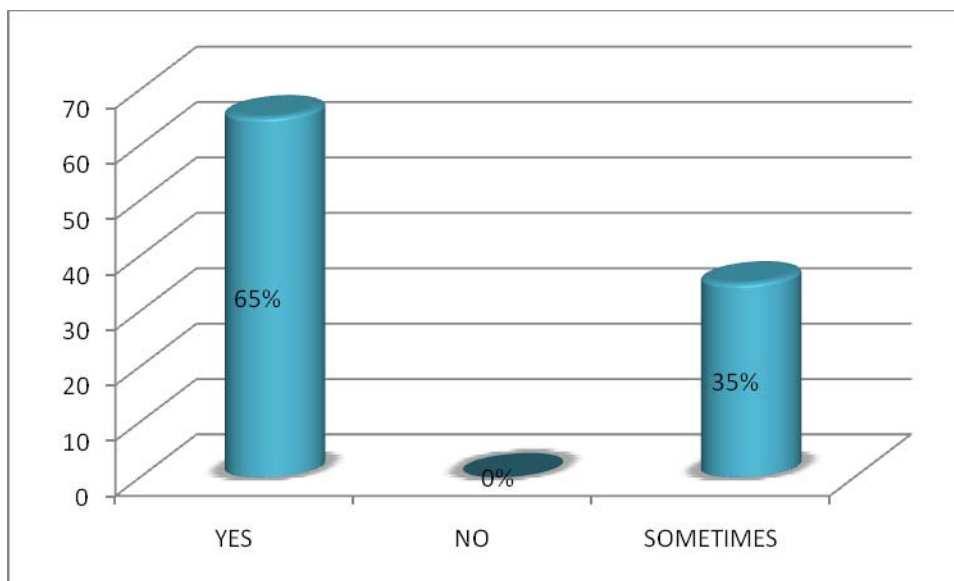


## 7.-Would you like your teacher to use concept maps in the English classes?

CHART N|7

SAMPLE	ITEM	ANSWERS	%
23	YES	15	65
	NO	0	0
	SOMETIMES	8	35
TOTAL		23	100

GRAPHIC N|7





We have clasified the answers in this way: 65% of the surveyed students answered that they would like to use concept maps in their future English classes; 35% of the students said that thay would like to use concept maps sometimes; but nobody wanted to avoid the use of concept maps in their classes because it is a fun process.

In conclusion, we can realize that the students like the process of creating concept maps because they share happy moments with the teacher and with their partners at the beginning and at the end of this process. Each one of them participates in an active way by sharing among themselves new ideas in order to follow the hierarchy of a map.

Now that we have discovered the results of this investigation that we applied to students of the seventh level at “Francisco Astudillo” Elementary School, we can relate the importance of concept maps to the teaching – learning process in other schools to enhance and develop creative ability in our students for developed reading and writing skills. This creative ability will be prevalent in the early school years



because students at that age are innately creative in the construction of concept maps.



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## CONCLUSIONS

After having accomplished our research work about “The Use of Concept Maps for Developing Children’s Reading and Writing Skills in a Foreign – Language Classroom” we have concluded that:

- ✚ A concept map is a graphical tool for organizing and representing knowledge. It is used to promote meaningful learning in various disciplines and in different contexts and it can be adapted to any group of learners in education.
- ✚ A concept map is a diagram that shows the relationship of concepts in a hierarchical way whereby students can relate their new information to prior knowledge. It will help students to retain the information for a long time.
- ✚ A concept map is proposed for developing different skills, according to students’ needs; for example, to improve reading comprehension teachers and students will use brainstorming activities. These brainstorming activities





are used to generate a large number of ideas for the solution of a problem.

- ✚ Traditionally, the concept map has been used as a tool to engage students in learning content knowledge. However, concept maps should also be used as tools to facilitate writing. A previous research indicated that concept maps have a positive effect on the students’ abilities to select concepts whereby students can get ideas to write in a simple way.
- ✚ A concept map provides students with the freedom to express their knowledge on a given topic by helping teachers and students to visualize the direction of it.
- ✚ A concept map is used by teachers to generate and classify what children know or what they would like to learn about a topic. It is used to stimulate questions and ideas about activities in the classroom.
- ✚ Applying a concept map in the teaching-learning process of English allows our students to be able to relate the information and write about a topic in discussion. In this



way, they can give their opinions, ideas, agreements, and disagreements, and so forth, not only in their native language, but also in the foreign language.

- ✚ A concept map will allow English classes to be active and children are motivated to develop their competence in handling new information because students not only learn from what they hear or read but from what they see around them.
- ✚ A concept map is essential for the teaching – learning process because when students explore new facts and new ways of learning they have more interest in the topic or subject becoming more creative, more investigative and more adventurous as students.
- ✚ The writing and reading activities that we have investigated in our thesis include, for reading: phonics, words and phrases, whole sentences, language experience approach, word association, and completing. For writing we have used: straight copying, matching, organizing and copying, delayed copying, copying books, dictation, and vocabulary word maps. All these activities



will help students to be better writers and readers because concept maps allow children to use patterns and connections, rather than to learn facts by memorizing.

✚ The didactic guide that we provide in this thesis is designed according to the use and construction of concept maps to integrate students’ knowledge. The contexts of all these tasks are adapted to the age of the children by giving them the facility to comprehend graphically a topic in a fun way. With these tasks students can establish relationships with respect to daily activities, real life, fiction, and needs; for example, “The Cow”, “Occupation”, “Tourism”, “Samantha’s Favorite Sport”, “My Day”, “Snow White” and “Cinderella” which demand that learners compare, classify, organize, and brainstorm.



## RECOMMENDATIONS

- ✚ We suggest that teachers should use concept maps in the English as a foreign language class because these will help children to clarify, organize, relate, and group ideas about a topic in a meaningful way.
- ✚ The teacher must know the students' concepts and the propositions that they have in mind in order help students to construct concept maps in the class.
- ✚ The use of concept maps will enable students to capture a subject studied by students; and teachers will be able to organize the learning material.
- ✚ The students can organize their study material through concept maps. It will help them not to memorize at the moment of studying for exams.
- ✚ Concept maps should be applied from Elementary School because they will help the child to develop his/her cognitive structures from an early age and avoid possible problems later in the development of concepts and propositions.



- + The use of concept maps will allow students to see connections between previous ideas and new knowledge.
- + The use of concept maps will help the student to go beyond Rote Learning to Meaningful Learning.
- + In a constant changing world, it is necessary that each teacher be innovative in his/her methodology since it is important to have a fun class in which students can enjoy learning another language in a successful way. So, this technique that we propose can be adapted to all the needs of language to use knowledge and experience express ideas through brainstorming.
- + If teachers want to improve the level of reading and writing in an English as a foreign language class, we suggest that they to apply concept maps because they provide children with opportunities to write through reading, which helps them to comprehend a specific topic which must be adapted to the students’ age.



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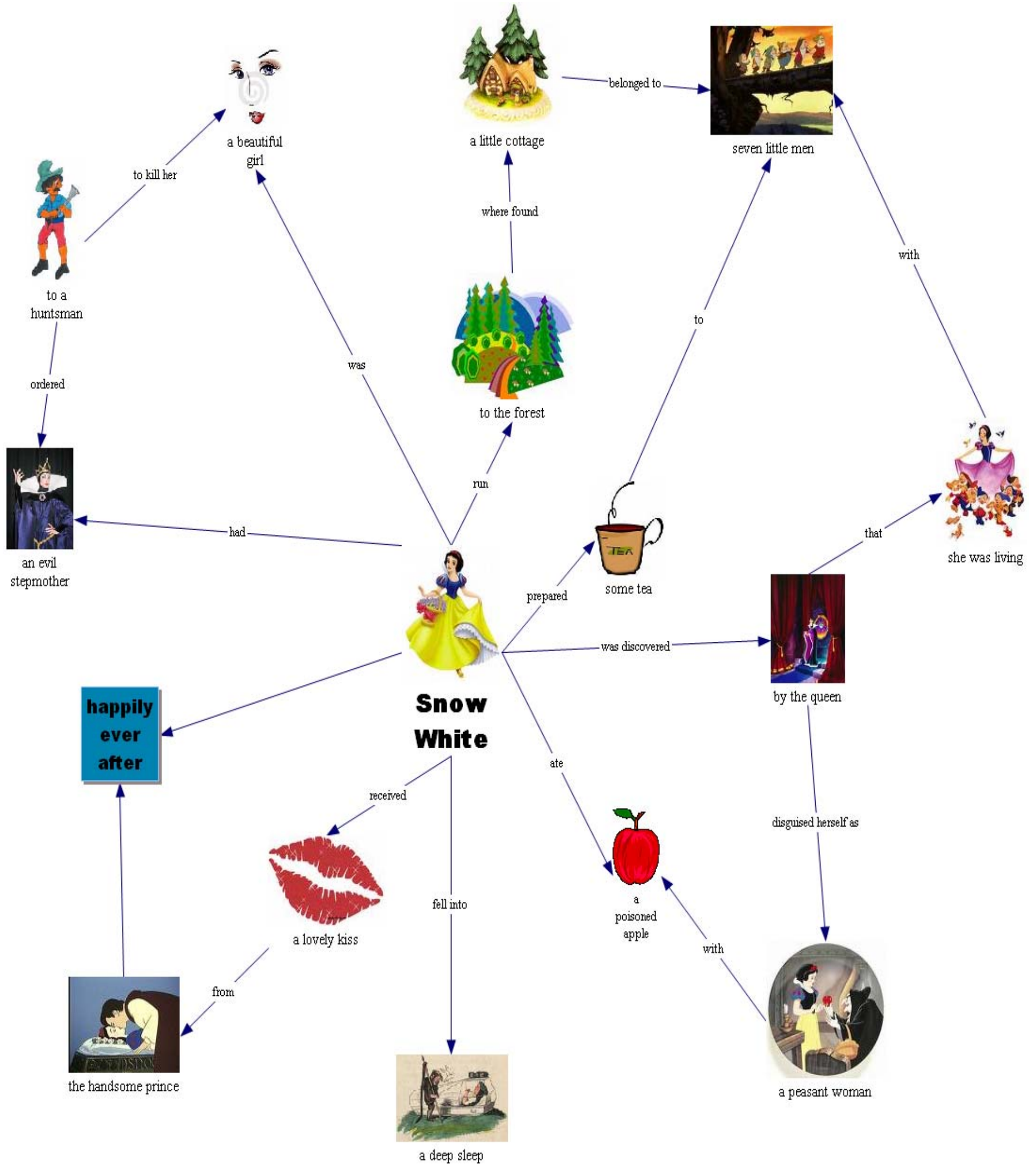
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# ANNEXES

## Annex 1

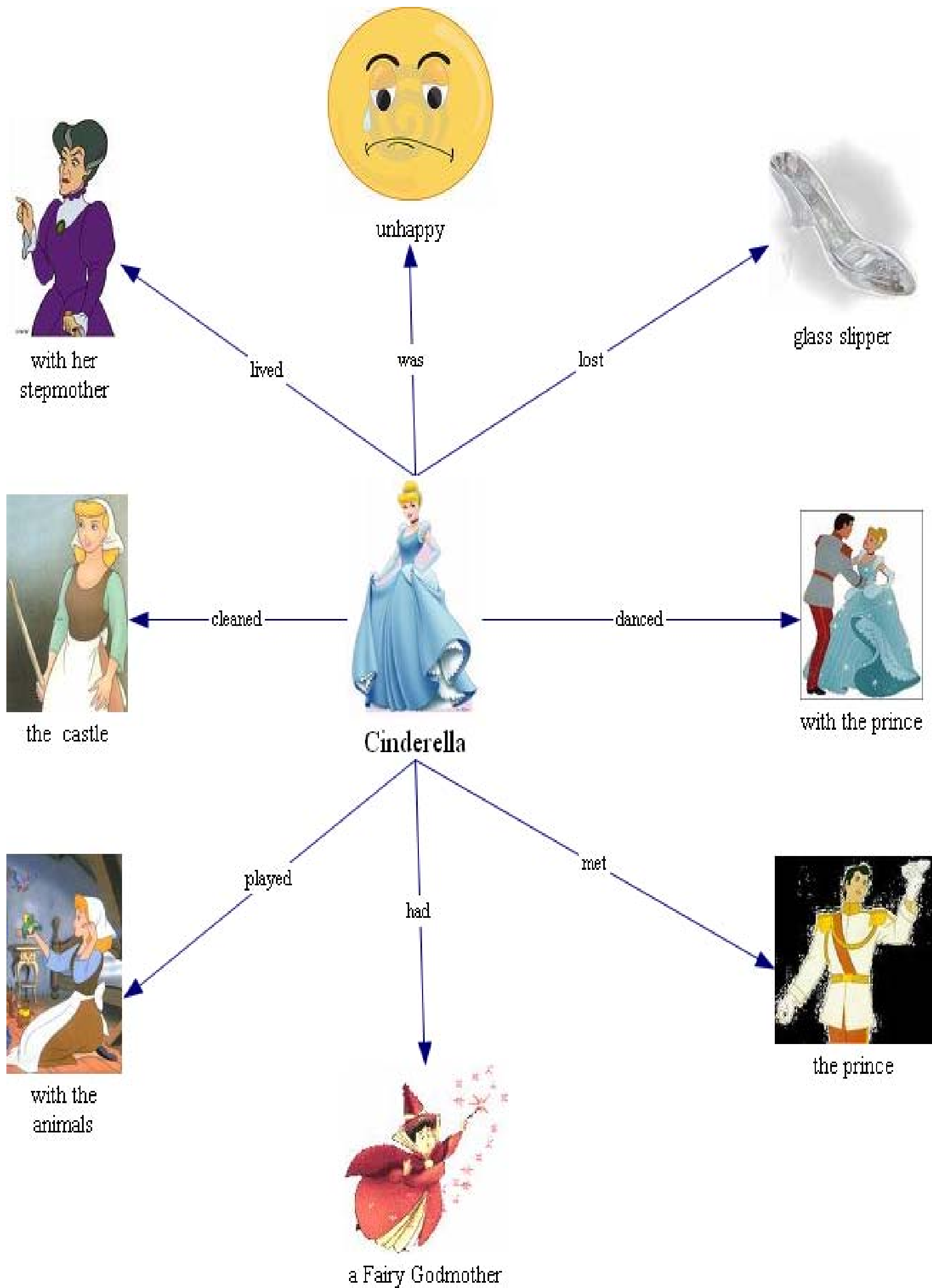
# SNOW WHITE MAP



## Annexe 2

## Annex 2

### CINDERELLA MAP





# TEACHER'S MATERIAL

## Annex 3

### FLASHCARDS



talked



thought



cleaned



danced





found



kissed



## Annex 4

### A SURVEY APPLIED TO THE STUDENTS IN THE "FRANCISCO ASTUDILLO" ELEMENTARY SCHOOL AFTER USING CONCEPT MAPS

NAME: \_\_\_\_\_

LEVEL: \_\_\_\_\_

**8. Do you like the use of concept maps in your English Class?**

Yes ☐

No ☐

A little ☐

**9. The construction of concept maps in your English Class was**

Difficult ☐

Very difficult ☐

Easy ☐

Very easy ☐

**10. Did you understand the topic when the teacher used the  
concept map?**

Yes ☐

No ☐

A Little ☐

**11. What did you like about concept maps?**

f. The use of pictures as concepts.

☐

g. The ability to understand a theme.

☐☐



h. The way to share with a partner or a whole class.

i. The way to develop new ideas.

☐

j. Other.

☐

**12. What skill did you use more in your English class at the moment you used the concept maps?**

Listening

☐

Speaking

☐

Writing

☐

Reading

☐

**13. How interesting was your English class while using concept maps?**

Fun

☐

Boring

☐

Confusing

☐

**14. Would you like your teacher to use concept maps in the English classes?**

Yes

☐

No

☐

Sometimes

☐

**Thank you**